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EDUCATING THE TEEN-AGER IN HUMAN RELATIONS AND MANAGEMENT OF RESOURCES, PAPERS FROM THE ANNUAL MEETING (56TH, ATLANTIC CITY, 1965).

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THE GROWING NUMBERS OF TEENAGERS AND THEIR INFLUENCE ON THE ECONOMY BOTH AS EARNERS AND SPENDERS FORCE EDUCATORS AND OTHER PROFESSIONALS TO EXAMINE THEIR RESPONSIBILITIES TO THIS GROUP. HOME ECONOMISTS' CONCERN FOR PROBLEMS OF YOUNG PEOPLE IN MANAGING RESOURCES AND IN HUMAN RELATIONS LED TO PLANNING PROGRAMS IN THESE AREAS AT THEIR ANNUAL MEETING. TOPICS AND SPEAKERS WERE--(1) "WHAT WE KNOW ABOUT TODAY'S TEEN-AGERS," BY MELVIN S. HELLER, (2) "A TEEN-AGER'S VIEW ON THE RELATION OF SENSITIVITY TO HUMAN RELATIONS," BY REBECCA KUNKEL, (3) "SUMMARY ON SENSITIVITY IN HOME ECONOMICS," BY ARTHUR GRAVATT, (4) "THE TEEN-AGE CONSUMER," BY IRENE G. OPPENHEIM, (5) "EDUCATING THE TEEN-AGER IN HUMAN RELATIONS," BY WALLACE C. FULTON, (6) "TEEN-AGE NUTRITION," BY PHYLLIS J. OLSON, (7) "LAUNDRY EQUIPMENT," BY RUTH KRUSTEV, (8) "MAJOR KITCHEN EQUIPMENT," BY LUCILLE SCHUSTER, AND (9) "YOUTHFUL CONSUMERS--ARE THEY EDUCABLE," BY ANNE ULMER. GENEVIEVE SMITH, WALTER H. T. RAYMOND, KATHRYN M. GREENWOOD, MARJORIE MEAD, NORMAN KARR, ALICE NELSON, KATHLEEN THOMPSON, KAY CORINTH, AND RUTH JACKENDOFF EACH SPOKE ON DIFFERENT ASPECTS OF THE TEENAGE MARKET. THIS DOCUMENT IS AVAILABLE FOR $1.00 FROM AMERICAN HOME ECONOMICS ASSOCIATION, 1600 TWENTIETH STREET, N.W., WASHINGTON, D.C. 20009. (MS)

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# Educating the Teen-Ager in HUMAN RELATIONS MANAGEMENT OF RESOURCES

PAPERS FROM THE 56TH ANNUAL MEETING

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# FOREWARD

The growing numbers of teen-agers and their increasing influence on the American economy both as earners and spenders forces educators and other professional people to examine their responsibilities toward this group. Young people themselves have expressed a need for help with the whole complex of human relations, especially marriage and family life. They face vast consumer problems as a result of their affluence, the many early marriages, and the attention given their market by business. In many instances knowledge for managing their resources wisely can no longer be taught adequately within the family circle.

Home economists' concern for the problems of young people in managing their resources and in human relations led to planning programs in these areas for the 1965 Annual Meeting of the American Home Economics Association held in Atlantic City. Several general session programs placed emphasis on the problems of youth. The subject-matter section programs also focused on some of these problems as they related to specific areas of home economics subject matter.

Educating the Teen-Ager in Human Relations and Management of Resources is an outgrowth of these subject-matter programs. The papers presented here are from the "Friday morning" sessions. To round out the teen-age picture we have included Melvin Heller's general session address and Anne Ulmer's talk at the open meeting on consumer education.

This publication is aimed at providing facts and suggestions for home economists and others who are concerned with educating the teen-ager in human relations and management of resources. We hope it will contribute to helping young people become well-adjusted, financially capable, and responsible adults.

LOUISE A. YOUNG
Section Representative
Annual Meeting Program
Planning Committee

# TABLE OF CONTENTS

## General Session

WHAT WE KNOW ABOUT TODAY'S TEEN-AGERS............Melvin S. Heller 1

## Art

A TEEN-AGER'S VIEW OF THE RELATION OF SENSITIVITY TO HUMAN RELATIONS..............................Rebecca Kunkel 13

SUMMARY ON SENSITIVITY IN HOME ECONOMICS...........Arthur Gravatt 15

## Family Economics-Home Management

THE TEEN-AGE CONSUMER.........................Irene G. Oppenheim 17

## Family Relations and Child Development

EDUCATING THE TEEN-AGER IN HUMAN RELATIONS.......Wallace C. Fulton 36

## Food and Nutrition

TEEN-AGE NUTRITION..............................Phyllis J. Olson 42

## Housing and Household Equipment

MEETING THE EARLY MARRIAGE PROBLEMS OF PURCHASING EQUIPMENT:

LAUNDRY EQUIPMENT...............................Ruth Krustev 51

MAJOR KITCHEN EQUIPMENT...................Lucille Schuster 64

## Textiles and Clothing

THE TEEN-AGE MARKET--I..........................Genevieve Smith 71

## CONTENTS

THE TEEN-AGE MARKET--I (Continued)..........Walter H. T. Raymond 74
Kathryn M. Greenwood 76

THE TEEN-AGE MARKET--II............................Marjorie Mead 81
Norman Karr 84
Alice Nelson 87

THE TEEN-AGE MARKET--III......................Kathleen Thompson 92
Kay Corinth 95
Ruth Jackendoff 97

### Consumer Education

YOUTHFUL CONSUMERS--ARE THEY EDUCABLE?...............Anne Ulmer 103

# WHAT WE KNOW ABOUT TODAY'S TEEN-AGERS

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One would wonder why we as former teen-agers would have to ask ourselves what we know about today's teen-agers and why it is assumed that today's teenagers are so different from what we once were.

There are probably dynamic reasons why many of us consciously choose not to remember and others tend unconsciously to forget the troubles, turmoils, confusion, and embarrassment of our own teen-age period. The barriers in our memory tend to develop into barriers in our understanding of the teen-agers whom we seek to teach, to raise, or to help in various professional capacities.

We are also somewhat in awe of the teen-ager. The teen-ager lives in a potential state which is rather magnificent. The teen-ager, however troubled and troublesome, is in one sense unblemished in the minds of most adults that I know; he has the tremendous advantage of having hardly ever made an irrevocable mistake, which is more than I can say. We cross the frontier between adolescence and adult maturity when we recognize with some sense of humility the many irrevocable mistakes that we make.

We look at these lovely young tender people with a certain degree of awe. Their potential is marvelous and at the same time frightening. There is also a certain mixture of sadness because something inside of us tells us they are probably going to make the same destructive mistakes we did and we can get rather desperate in our attempt to help them prevent these errors.

We try as teachers, as professionals, as parents, to shield our youngsters from the pitfalls of this dangerous period of adolescence which we have lived through ourselves and from which we have had many narrow escapes. But narrow escapes are part of the stuff of which life and growth are made. I suppose the only adult who never had a narrow escape during adolescence is the adult who never tried anything.

The dormant disappointments of normal adulthood are redisturbed by the dreams and the questions that our adolescent students and children ask us. Adolescence, like any stage in human development, is characterized by a series of new problems to be solved. These problems themselves are almost the same from generation to generation. It is only the style that changes.

## The Basic Question

The pervasive and age-old problems of adolescence begin with the basic question: "What am I to do about the onrushing responsibilities of adulthood? Retreat, confront, select? What roles are available? What kinds of models have I had for adulthood?" Perhaps he has had older brothers, but the teen-age boy often looks at his father and asks: "How can I be like my father?" And very often asks at the same time: "In what ways can I be different from father?"

Girls often are preoccupied with the ways in which they can be like their mother, and at the same time are desperately dedicated to finding ways in which they can be different from their mothers.

The teen-ager is concerned with image. What does he look like, if not to himself, at least to his world, and if not at the moment, at least in the future. He asks, "Will I develop physically into a big strong man, some sort of a magnificent brute, as I pat down my hair on the back of my head?" Or the girl wants to know if she will develop an alluring beauty and charm. And the specificities of this anatomical preoccupation take a great deal of time in front of the mirror in obvious and somewhat hidden glances at other teen-agers to compare physical proportions. The torture that goes on in the locker rooms of boys' junior high schools and high schools, I am sure you are aware of, especially with those who are somewhat retarded in their development. It is one of the relatively less speakable kinds of problems for the teen-ager and therefore one of the problems that bothers him more than others that he can more openly discuss with adults.

The teen-ager--the girl, particularly--is concerned about the question: "How can I attract; how can I grow up to be the kind of woman that can attract a man who is at least as good as the man my mother attracted?" The element of competition creeps in (and I will say a word about that later).

The boy of course, is concerned with "How can I make a living and be respected at what I do?." It is not just any kind of a living, but it's "How can I be successful in that special American use of the word 'success' which almost always has two lines going up and down through the first 's'."

The preoccupation is also with "How will I compare with mother and father? Will I be accepted by the group I admire?" This is true for teen-agers who grow up on Park Avenue, for teen-agers who grow up on 125th Street, and certainly for Watusi teen-agers in Africa whom I have never met. I am sure all teen-agers want to be accepted by the group they admire.

## Is It Worthwhile?

Another thing the teen-agers worry about, which we would never guess they worry about because it seems more impending for us, is "Will I live long enough to make work worthwhile?" Occasionally I am startled to find these morbid preoccupations in the minds of teen-agers, kinds of hypochondriacal ruminations, especially if one among their number is stricken down by a disease like leukemia, or, of course, the automobile accident, which is a very large cause of teen-age death. This seems to stimulate in teen-agers a re-examining of the purpose of it all, and the worthwhileness of it all.

This kind of preoccupation exists far before teen-age. I remember being somewhat startled one night driving with my young family home from New York, and my ten-year-old son asked out of the darkness in the seat beside me "Dad, if we are all going to die, is life really worthwhile?" Imagine a little ten-year-old thinking of this. If you are an impatient parent you figure "maybe he is pulling my leg," but if you know him well, you realize that this is a serious kind of question and that children and teen-agers particularly, are concerned about questions of life and death.

One teen-age pattern never ceases to amaze adults. I have often had teen-agers say to me "I know that what my father tells me to do is correct, I know he is right, but I'll be damned if I am going to grow up and live my life like he does. He never has any fun." Oftentimes parents, and I'm afraid teachers also, neglect the duty they have to the adolescent to demonstrate that life has some gratification. We shy away from exposing our deepest personal gratifications and instead we stress the rather obvious rewards the youngsters will get through hard work, the split-level upper-middle-class suburban rewards that we gain as we lose our hair, as we get worried, and as we get a little hypogastric. The kid sees right through this and recognizes the tension that lies in store for him--the inevitable colitis and the dyspepsia--and so he has mixed feelings about joining forces with those whose pathways will lead down the road that mother and father took.

To know today's teen-ager, then, is to know his problems, and these are time-honored problems. The behavioral habits and peculiarities of today's teen-agers are but the varying symptoms of the same old problems we reached too, in essentially similar ways ourselves.

## 4 - Melvin Heller

## Wrestling with Immaturity--The Teen-Age Adult

Can we look at the problems of the teen-ager objectively, without re-examining some of our own unresolved teen-age problems? Most adults complacently assume that they have solved their teen-age problems by getting out of the teens. I confess I have not solved all of my teen-age problems. I try very hard, but I know that many parts of my personality, my strivings and longings, represent arrested, covered over, secret stages of teen-age problems. Occasionally, the secret is betrayed by daydreams, by some silly statement, or even by some interest in giving a lecture or writing a paper on this topic.

Those of you who think that your teen-age is safely past had better watch out. It tends to sneak up devastatingly on highly vulnerable adults no matter how highly venerable they have become. For proof, examine the peculiar behavior of adults, especially after a few drinks at their own parties, and watch their sad and frantic imitations of the latest teen-age dance or the flirtations of the younger set.

Regard the highly rigid, highly correct attitudes of certain adults whose adolescent problems are only partially solved. This rigidity with reference to prescribed behavior of teen-agers betrays the fact that these adults are still wrestling with their own immaturities. They tend to project these immaturities onto others and to see them everywhere around them. In consequence they cannot stand the charming childishness that still remains with teen-agers, and tend to scold them the more harshly for their own mixed feelings about growing up. We are all familiar with people of this type.

Changes in teen-age behavior are manifestations of inevitable, physiological, and psychological developmental forces. Let me stress that these forces are inevitable in the healthy maturing human being. The physiologic changes, we know, are precipitated by certain hormonal events. All of these changing forces require, demand, and receive behavioral expression. Aside from these biologic forces there are environmental forces, some reflecting the slower cultural changes of eras, and some the very rapid fluctuations of different decades which might be characterized by war, economic problems, revolutions, or periods of relatively prolonged stability. It is the pace of these environmental factors--the slow changes and the rapid fluctuations--that gives rise to the different styles of teen-age expression; but the basic teen-age character and the basic teen-age problems are as old as the story of mankind, and are innate and normal parts of his maturation.

## The Quest for Identity

The teen-ager then and his basic equipment, these are the constants; and the constant theme of the teen-age period is the quest for an adult identity: "What am I going to be like? Who am I? and What am I?" As we ask these simple questions, it is only the wisest of adults and the rarest of men who have found even partial significant answers to the questions of: Who am I? and What am I? and Why am I? The teen-ager is often preoccupied either consciously or unconsciously with the most intensive look of his life for answers to these questions.

At the same time, the teen-ager is caught up in new and powerful aspects of sexuality. The problem of achieving a sexual identity is not easy for teen-agers. What is easy is the opportunity to grab hold of a stylized, superficial sexual identity found all around them. They may dress "sexy," they may act "sexy," even defiantly so, but very often they are very frightened and insecure underneath the pseudosexual exterior.

The sexuality of the adolescent period is a very fragile, easily broken kind of sexuality. It surrounds a basic loneliness and feeling of isolation that most teen-agers have who are convinced that no one else has precisely the same problems that they do. Perhaps there is a very strange configuration of pubic hair, or one breast is smaller than the other (or so they are convinced), or their ears are too large, or they have all sorts of unspeakable, unsharable secret dissatisfactions with their equipment--not only physical equipment, but mental equipment, and emotional equipment as well.

Add to this loneliness of adolescents the frightening potential of genitalizing the capacity of human beings for homosexual love. We grew up and they are growing up in a culture where homosexuality is a dirty word, because we think of it in the sense of homogenitality, i.e. that everything sexual to us is "genital," which is ridiculous. When a psychiatrist or a behavioral scientist uses the word "sex" he is not limiting his thinking to a genital experience. Essentially he is thinking of a sensual experience. Sex is a generic term to describe the sensual, erotic experiences of mankind, and in this sense we are sexy from the very beginning. We do not suddenly become sexy when the biochemical faucet is opened at the ages of 12, 13, or 14 and the hormones pour into our system. We are sensual and erotic from our first weeks of life.

Whether as home economists, or behavioral scientists, or as parents, we know that the infant does not suck his thumb because he lacks food. He sucks his thumb because it feels very good and sexy to suck his thumb. If you doubt this, lock yourself in the bathroom where no one can see you and suck your thumb for a while. You will get a very queer or perverse feeling which has long been repressed. This, of course, is what we talk about with reference to "orality," which we never lose completely. In moments of tension, we revert to oral expressions. Thus you will see youngsters in a classroom visibly chewing on pencils to dispel the anxiety that they have before an examination. Or we will occasionally bite our fingernails, or suck on cigarettes or a pipe, or give speeches as I do, to get all sorts of oral gratification. If there were no other evidence, oral contact during the sexual act in the form of kissing is widespread enough so that we would have to respect the persistence of orality.

These are stages in psycho-sexual development that are no longer unfamiliar. I remember the first time I heard them in a formal academic setting as a medical student. I had heard them before but had dismissed them very rapidly as the disgusting thoughts of some perverted Austrian. However, as you get to live with these concepts you cannot escape their reality, clinically today, and pervasively in the history and literature of mankind.

The capacity for homosexual love, the ability of human beings to love members of the same sex, such as father, brother, or fellow man: this is a real and wonderful capacity. Yet in the loneliness of adolescents there is an equally real threat in genitalizing it, in reaching out for the forbidden sensual contact. As a result very frequently there is a superficial overlay of hostility which is meant to shield these youngsters from each other. They then go around growling at each other and occasionally even punching each other or striking in other ways at older male father figures to overcome the feared threat of putting an arm around each other. We live in a culture where men are forbidden to put arms on each other, unless they have serious intent.

Girls on the other hand have greater leeway about holding hands, and they can kiss. Suppose two boys met at Grand Central Station, threw their arms around each other, and acted like a couple of Russians getting off the first spacecraft? We would suspect them of being a little deviate. So there is this threat of homosexuality that we see in adolescents because of preoccupation with the genital during this teen-age period.

## Occupational Identity

Identity has other aspects. What about job and vocational identity? Even this identity is sexualized in our culture. We refer to "male" occupations and "female" occupations. "God forbid my boy should be a hairdresser" implies more than it says. It expresses the feeling that men who are hairdressers walk with the mincing little steps of a woman, and it implies that the sexual identity of such persons is suspect. We tend to have built-in prejudices about certain jobs as we sexualize the concept of vocations.

There are nice, masculine jobs; there are nice, feminine occupations. Finding a job and vocation also has its Oedipal aspects. (This is another piece of Freudian terminology that I once recoiled from, as most people do on initial impression--the idea that a normal boy would go through a stage at the age of four, five, or six where he would unconsciously lust for physical contact of a forbidden type with mother, and would suspect father of being his competitor and potential punisher! This is very foreign and abhorrent to the minds with which we emerged after our own schooling and our own parental experiences and our own religious experiences.) Job or vocation is Oedipalized in that there is competition with the parent of the same sex, very often beneath the surface. This competition is expressed at age four or five. When my little girl comes to me and asks "Daddy, will you marry me when I grow up?," I know she's serious in her question and she deserves a very serious answer such as, "Honey, I am sorry but I am already married."

These earlier forbidden and now repressed feelings of Oedipal competition with the parent of the same sex re-emerge, sometimes in frightening ways, during the adolescent period when the teen-ager is preoccupied with "Will I be occupationally as successful as my father?" or "Will I marry a man who is as successful as the man my mother married?"

It is a very difficult thing to be the teen-age son of a successful man. If father is a shoemaker or collects garbage in the neighborhood, how can you miss? Anything you do is better than he did. Suppose, however, that he is a professor or a successful executive. You look up at his relatively lofty and unattainable perch, not even sure you can pass English that week, let alone get to be an executive. He sits there with his unsharable secrets that might make him less remote. He can't say "Look, son, I made my money during the war, and there are certain unspeakable, shady, shameful deals that I hate to remember." We sit hidden from each other, generation from generation, and there are many problems of bridging the gaps that exist between these generations.

## Shifting Patterns of Behavior

There are problems of social identity for the adolescent, as well as of spiritual or religious identity. We all grew up in a cage, every one of us, and in childhood the cage is rather restrictive. As we get into adolescence we suddenly feel free, we see the dimensions of the cage, and like any caged prisoner we run around and explore all the corners so that the teen-ager will run to a corner of "radicalism" one week, and a month later he will run back and do something else. He'll be lascivious and lewd for a few days and then suddenly will be very ascetic. These are familiar kinds of adolescent behavioral patterns.

Human beings as prisoners present a very morbid but interesting thought. We are all chained to our environment by a thin half-inch stalk of oxygen that goes through our trachea. By such airy stalks we hang like grapes in this world, supported only by this slender column of air. Such thoughts can be frightening. These are the kinds of thoughts the teen-agers have. We have got to learn to listen to them, and not only to what they say, but to what they ask.

There are also variations in teen-age patterns of behavior that have to do with the particular cultural mobility or fluidity of the area in which one grows up. The Watusi adolescent in Africa is different from the colored adolescent on 125th Street in Harlem, who is very different from the adolescent who grows up on Park Avenue, who in turn is very different from the adolescent whose parents have placed him at Andover or Exeter. Yet all of these adolescents despite their individual variations, which are secondary either to environmental, or to certain innate constitutional differences, share the common characteristic problems which we have referred to above. These are primary and common to all humanity.

## Are Teen-Agers Different Today?

With this as background I'll say a word or two about what our teen-agers are like today. Basically, they are 99 per cent the way we were. There is a one per cent area of differences. Even these differences are of the same order, dimension, and magnitude as the differences we as adults show from what our parents were when they were our age. These are the tiny measured differences of one generation from another.

The erratic mixture of childlike and adult behavior is really the essential characteristic of the teen-ager (the combination of the brassiere and the bubblegum, as an instance.) Superimposed upon this basic characteristic is the fact that we as adults are better informed generally, with many glaring exceptions, than were our parents at our age. Similarly our teen-agers, with glaring exceptions, are better informed as teen-agers than we were as teen-agers.

They are superficially more worldly than we were at their age, just as we are superficially more worldly than our parents were at our age. They are superficially more sophisticated, and generally much more affluent than we were as teen-agers in the 1930's. These few characteristics need very little explanation.

There is an additional factor that troubles teen-agers today. We had to cope with it in some degree, but teen-agers will have to cope with it increasingly in the years to come. This factor is the characteristically prolonged dependence--economic, familial, and societal--of today's teen-ager for whom success demands greater educational requirements, both academic and technical, in order to embark upon a successful adult career.

To be able to operate or even to compete with a machine today, teen-agers have to know more than we had to know when we were their age. Within the family today, the teen-ager is no longer the labor asset that he was in 1900. In counties around Pittsburgh and the middle of Pennsylvania 70 or 80 years ago, a teen-ager was an economic asset to the family. He could be sent out to work in the mines when he was 13 or 14 or 15, and he could bring back a few dollars a week and add to the family monies. They can't do that any more, nor would I advocate it, of course, but instead we have gone to the opposite extreme in which the teen-ager becomes a family consumer liability. He sits around more and eats more without earning anything for longer periods of time, and buys more and more things (as the home economists know much better than I).

This difference is a very important one to the teen-ager, and he responds to it in a very mixed way. His father seems always to be saying, "When I was your age," and implying that when he was his age he had made his first hundred, or two hundred dollars, or was already very wealthy. But what about grandfather who used to tell our father, "When I was your age strawberries were better than ever, and I walked five miles to school"?

We are always telling our teen-agers that they have got it easy, and actually, they have it harder, every generation, because the challenge is greater. The challenge is greater because the opportunity is greater and the work required harder. We live with the hope that we can expand the opportunities of our youngsters. But to be a youngster, a teen-ager, in a world of expanded opportunities is to have an increasingly awesome responsibility. And our teen-agers feel it.

In response to this awesome responsibility, teen-agers have recently been downgrading the idealized rebel individualist who was one of the teen-age idols when we were children. He was a sort of Humphrey Bogart character who spit at the feet of the policeman. That has been "out" recently and what has been "in" is the "cool" conformist who stays out of sight and waits for his opportunity. Well it is easy to find out at least one of the places where they learned that. They learned that partly from the post-World War II attitudes of Daddy who came home, preaching the survivor's lesson "Never volunteer for nothin'."

## Are Adults Different Today?

There has also been, it seems to me, an increasing amount of parental, and particularly, paternal abdication. Fathers as people are missing from the home more and more although not in terms of hours. The 40-hour week is fairly common today, and 50 years ago, the 50-and even 60-hour week was more common. Parents are not away from the home physically as much as they are absent with their preoccupations. The average parent today, I am convinced, is much more harried and less sure of himself, and the average teacher is much more harried and much less sure of herself or himself, than was the teacher who taught me 20 and 30 years ago. My teachers in grade school knew exactly what I was to do, and if I didn't do it, I soon knew what for.

The teachers today consult with counselors, the counselors consult with psychologists, the psychologists consult with psychiatrists, the psychiatrists consult with their patients and nobody seems to be very sure of what to do. We seem to say "Don't be too sure, you may make a mistake, and the teen-ager will end up some sort of a psychiatric dwarf".

This is because we, as adults, living through what has been called The Age of Anxiety, are full of certain confusions, and insecurities. I think we have some guilt feelings about having brought our children into a world which could be blown up any moment by the accidental or intentional explosion of a growing nuclear arsenal. We wonder what kind of a deal we have given these poor little kids.

I have heard adults sometimes say, "Isn't it terrible" as they look down at a little baby; "My God, what if the Russians exploded the bomb?". Or "What if there was an accident?" or "What if they don't pay me my social security?" or mention some other kind of a crazy catastrophe. We are preoccupied with catastrophes. We are insurance-minded. How can we insure what we think we have? Nothing really worth having is insurable. Like health or wisdom, for example. We don't really have anything but an opportunity to work, to create, maybe to answer some of the questions that were posed to us as teen-agers. But with our anxiety and insecurity, we tend to be less prone to make dogmatic statements to our youngsters. For this they are often grateful, which is generally a good development.

Sometimes, however, we tend to forget that we ought to set forth a premise, even to the extent of saying: "Look, you behave this way because I said to, and until you are able to stand on your own two feet and move out of here and make your own choice, I demand such-and-such from you."

There has been a loss of a certain kind of parental dignity, and in recent years, perhaps in the last 10 or 15 years, it has been very stylish to be a little bit too liberal and overindulgent to children. We are all familiar with the tragedy of the deprived child even in the United States, but in our country we have specialized in the production of the indulged child. I don't have to tell you about the Jaguars that are seen in the less put-upon neighborhoods and the old junkers that are seen in even the poorest neighborhoods, and the opportunity that our youngsters have to gratify all sorts of impulses.

Why do we have this indulgence of teen-agers? Because we are generally a very indulgent, fat group of adults. We sit around stuffing things into our mouths, and very rarely into our heads, and we are magnificent models for our children. Almost always there are exceptions, but the bad habits our kids have they get from us or from the neighbors, and it is always easier to blame it on the neighbors, of course. (This would justify a "back-to-the-farm movement" if one could solve problems simply by getting rid of the neighbors this way.)

## Expressing Instinctual Needs Is Primary

A word should be said about the body anxieties and insecurities of teen-agers. The fear that people will notice their anatomical differences expresses itself in the tendency of teen-agers to don a certain kind of uniform in the form of a Beatle haircut or in the form of the leather jacket, or boots; there is a need for teen-agers to share each other's egos. They bind themselves together for greater strength. Do you know why teen-agers call each other? Girls telephone and say "How are you?". They mean "How am I?" They have to reach out on a telephone line and hear what the other person is doing. They have to talk to all their other friends in order to find out what they themselves are really like. We learn what we are like in the teen-age period by reaching out and touching verbally, making emotional contacts, secret contacts we can't share with adults, but only with other teen-agers.

Adolescence then is a disturbance; it is a disturbance of a previous series of childhood patterns of problem-solving. What do you do with a disturbance? You treat it if you can, but how? You try to find causes. The causes of adolescent disturbances as far as we can tell are secondary to the rising instinctual needs for expression that are seen in the teen-ager, needs that are not only sexual-instinctual but agressive-instinctual, or hostile-instinctual.

The child who is becoming the adolescent has an increasing dissatisfaction with the pre-sexual games of earlier years. The games of latency, between the ages of six and thirteen are essentially homosexual games (not homogenital) but games of boys with boys or girls with girls. After puberty such pursuits are no longer satisfying. Adolescent youngsters have to find means of adding heterosexual games and configurations to their earlier patterns of play. The teen-age dance emerges as a favorite vehicle for such exploratory forays toward the opposite sex. Adults, whether parents, teachers or other professional workers must exploit channels through which the adolescent's instinctual energy can be mobilized into an urge for socially acceptable gratifications.

The energy for creative functions stem very largely from sublimated instinctual drives. If we adults can help channelize these instincts into opportunities for creativity, we are offering our teen-agers a greater opportunity for gratification. How? Well, almost anything that begins with the letter "A" is good:

Athletics--that's helpful because among other things, athletics give them a sublimated outlet for aggressive and murderous instincts. Instead of reaching out and throttling somebody, he can hit him very hard with his football shoulder pad in the pit of the stomach, and help the poor guy up and say "Gee, I am awfully sorry, Jack". So he can gratify his sibling rivalry and competitive needs through athletics.

How about the Arts? We all know that anything we can do to give our teen-age children an opportunity for artistic expression is wonderful if it "takes."

Adventure also begins with the letter A. We are less inventive about offering our adolescents opportunities for approved kinds of adventure than we might be if we put our minds to it with anything approaching the careful attention we reserve for lowering our golf score.

Approval begins with the letter A. Youngsters need approval for everything they do that is bad. We have got to underline for them a little bit each day what it is that we approve of in them. I suspect that there may be less need for disapproval because if we make a big enough fuss when they do something good, they are going to miss that fuss when they do not do something good. If the approval is clear and gratifying they are going to bring it forth more and more. Approval is a reinforcement, and is often lacking where there are problems of motivation. Approval takes time.

One other thing that begins with the letter A that is good for teen-agers is Asking. Ask; raise questions: philosophical questions, political questions, moral questions, occupational questions. Ask, and allow the teen-ager to ask. Parents must learn to listen creatively if they would share the thoughts of their teen-age children.

I would add for the home economist that Americans particularly have made both an art and a science of the mechanical, nutritional, sheltering, janitorial, and budgetary aspects of marriage and homemaking. But what secrets do we have to share with teen-agers in the art of living? We Americans have been masters in the crafts of convenience, efficiency, and consumption. We are great consumers, planners, cleaners, and repairers. Also we are wonderful at disposing. But what can we as home economists, as professionals in the child-rearing specialties about such matters as tenderness? What have we done in America with the idea of tenderness? We haye relegated it to the butcher's realm. We are very good at tenderizing a cut of steak but what has happened to tenderness?

How do you tenderize an angry husband? How do you teach an adolescent how to tenderize an angry person? Or how do you teach somebody to make up with somebody? We teach our children better how to fight than how to make up. And what about a technique for defrosting a wife instead of a cake from the freezer? These are things teen-agers should learn. These are things that home economists should know and teach a good deal about if there is to be love and good feeling in the economic home.

# A TEEN-AGER'S VIEW OF THE RELATION OF SENSITIVITY TO HUMAN RELATIONS

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First of all, by sensitivity, I refer to receptiveness--how we react to something. Regarding the subject of human relations, I use the term sensitivity to indicate the degree to which we are influenced by other people.

How receptive are we in today's society? I know I myself have become much more receptive or sensitive in this last year by being away at school. And I really think--at least I hope--it has improved my outlook on friendship, cooperation with professionals as well as with peers, and all the other aspects which make up human relations.

As a teen-ager, I feel our degree of sensitivity has a great deal of influence on the way we react. This sensitivity not only influences us now, it continues to develop and influence our entire lives. But it is now during these teen years when we get the most stress on being receptive. It is not always very obvious, but through exposure to so many different people, environments, and opportunities, we become aware of so much so fast.

Classes are probably the means by which most of us are influenced--not only because we gain knowledge, but also because we increase our sensitivity. In classes of course, we are working with people of different ages, educational levels, and races, people from different environments and with different opportunities. This is one area in which I feel the departments of home economics excel. From talking with students in other departments or colleges, it seems that we in home economics have a much closer professor-student relationship as well as a much better opportunity for class discussion because of the smaller sizes and very informal atmosphere. These factors seem to lead toward better human relationships by increasing our receptiveness.

As each person becomes more receptive he becomes more tolerant of other views, which in turn should lead toward better human relations.

I realize that there is a limit. We must not become so receptive or sensitive that we accept everything that is said. For instance, if in a class one is given an assignment to choose colors for a certain room and all the color schemes are named in the textbook, I don't feel it is necessary to follow the standard ones. By using the colors of the surrounding rooms, the location of the house in general, the characteristics of the family, and many other factors, one might come up with a color scheme highly suitable, though not mentioned in the book as an example. This case illustrates that we should be receptive only up to a point.

As we mature it seems our sensitivity matures also. We learn what to accept and what to term as unacceptable. This is probably the area of most disagreement--when to decide not to accept something. Just how receptive should we be? In class, for instance, should a teacher not accept a design because it simply did not satisfy his certain sensitivity? Or to use a positive example, he might accept all the designs offered and go over each one carefully showing its strong points and its weak points. In this way he would encourage the student, make the course more worthwhile, show a mature approach to sensitivity, and improve human relations--all at the same time.

I think we can see now that each person gains something from humanity by his sensitivity. Although each person will have different limits to what he will accept, we all have many in common. It is in this way, then, that sensitivity relates to human relations. And it is now during our teen years, especially if and when attending college or some other form of advanced training, that we become exposed to different people, environments, and opportunities.

It is at this age that we have the greatest advancement in the development of our receptiveness which will determine our relations with society both now and in the future.

# SUMMARY ON SENSITIVITY IN HOME ECONOMICS

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/In this summary of the annual meeting presentations of the art section, Dr. Gravatt refers to the following speeches presented earlier in the week: "Art as a Means of Developing Sensitivity" by David Van Dommelen, "Housing as a Means of Developing Sensitivity" by Ethyl Grady, and "Clothing as a Means of Developing Sensitivity" by Oris Glisson./

The issue of "sensitivity" in home economics centers around two questions:

(1) What's your view of man?
(2) What's your view of home economics?

I took the position that a professional home economist is first a philosopher, and second, one with particular professional skills. How fortunate you are that your specialties enable you to work so intimately with your students as they strive to express these images of themselves. Your work with these images, by the very nature of your field, is both concrete and tangible--calling upon all the senses--but also very abstract and very general. These images are both specific and unique to the individual and yet universal to mankind. This is really quite a challenge to one professional group.

Professor Van Dommelen took the position "...you have a job, developing through art the sensitivity of the young. You must make them aware of their individual world, whether it be emotional, sensual, logical, physical, or artistic. If you yourself are not a creative and aesthetically oriented person, you cannot expect to develop sensitivity in students. You cannot teach about art and understanding art if you are not a practicing artist. Through your growth and development you can begin to understand what is meant by sensitivity to materials, design, architecture, and a simple beautiful spiderweb. If you cannot see this small but magnificent design produced by a spider, you cannot expect to teach students about such things. Your sensitivity rubs off onto them--no book or article in any magazine can do what you must do."

## 16 - Art

Professor Grady took the point of view that in housing you have an environment in which sensitivity can be expressed and can be developed. The home provides a setting for expressing a range of human experience. She suggested that housing should have both a carnival aspect and a solitude aspect, in which one can work out his own philosophical orientation.

Professor Glisson suggested that we begin where the student is. Help her with art principles, with fashion, with personality, with environment, where she needs help, but give her the opportunity to develop sensitivity.

Miss Kunkel reminded us that the student is, after all, part of a developmental sequence and an awareness and an understanding of this developmental sequence can help us.

In closing we ought to recall what Lowenfeld says: "Nothing can replace the intuitive quality of a good teacher who places sensitivity to problems above knowledge, and aesthetic experience above rules, and who is continuously conscious of the importance of the individual."

# THE TEEN-AGE CONSUMER

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A growing factor in the American economy is the influence of the teen-age consumer, both as earner and spender. The amount (both total and percentage of teen-age participation in the business activities of the nation) has increased considerably since the end of World War II, and indications are that the rise has just begun. So important has the teen-age market become that many research organizations are devoting much time, money, and effort in an attempt to aid manufacturers, merchants, and service concerns in choosing suitable and profitable items for this rapidly expanding consumer group.

The increasing consumer role of adolescents affects not only businesses catering directly to the young people of the nation, but also the adolescents themselves. Their consumer role is a new aspect of their behavior as social beings. Parents, teachers, youth workers, and the community at large all have a vital stake in the solution to the problems raised by this new adolescent affluence. For there are problems: extravagant spending, decreased parental control, and unwise purchases resulting in health problems, and increasing numbers of automobile accidents, to touch on only the highlights. If today's teen-agers are to grow up to be knowledgeable consumers, and if a program or programs can be designed to help achieve this end, then these areas of concern must be faced and conquered.

The purpose of this article is twofold: (1) to present available data on the nature, size, and effects of the teen-age market, and (2) to suggest possible means of counteracting some of the less beneficial results of the recent increase in adolescent earning and spending power.

## I. The Teen-Ager: A Social Psychological Review

Teen-age behavior has been the subject of much interest and study on the part of parents, teachers, community agencies, psychologists, and sociologists for many years. Since the publication by G. Stanley

Hall of his important book on adolescent psychology in the early years of this century much has been written about this topic. Since adolescent economic behavior is one manifestation of their general behavior, an understanding of some of the basic findings of psychologists and sociologists may enable us to more effectively interpret the economic data and also to clarify the goals we seek and the means of obtaining them. The following topics have a more or less direct relationship to adolescent economic behavior.

## A. What Is a Teen-Ager?

Before proceeding with any discussion of "teen-agers" or "adolescents," some definition of these terms is advisable, since no consensus seems to have been reached about the meaning of either word. For example, the Bureau of the Census defines "teen age" as from ages 13 through 19; in popular jargon the term often refers to junior and senior high school students; the Girl Scouts consider the 14- to 17-year-old group as teen-agers; Seventeen Magazine, which attempts to reach teen-age girls, focuses on the 15- to 19-year-olds; while department stores generally designate as "teen" departments those which cater to 13- to 16-year-olds.

On the other hand, "adolescence" is generally given a more "scientific" definition, one which at the same time sets, by its very nature, somewhat more elastic limits to this nebulous period; that is, adolescence is defined as the "period that begins with the pubescent growth spurt and ends...with full social maturity"(1). Since what constitutes the onset of puberty is still open to question (2), and since individuals vary greatly in physical and physiological development (regardless of what criteria are used), the beginning of the period may be as early as 10 years of age for some and as late as 16 for others. Similarly, "full social maturity" is virtually incapable of objective measurement.

Perhaps for our purposes here, the best criterion is a subjective one. Since our interest is in the behavioral, and not physical, aspects of adolescence, and since this behavior is conditioned by the individual's self-concepts, we might define a teen-ager as any person chronologically within the outer limits (say 11 to 20 years old) who identifies with the group under discussion. Thus, from this viewpoint, we would hesitate to include many 17- and 18-year-old college freshmen and sophomores who have already reached some proto-adult stage, while certainly including many 19- and 20-year-olds who have not weaned themselves away from this group. Whatever definition may be most useful, however, bear in mind that the following discussion deals in generalities and norms; individual differences cannot be eliminated by semantics or fiat. The terms teen-ager and adolescent will be used interchangeably.

## B. The Adolescent: A Product of Industrial Society

Adolescence as we know it is uniquely a product of modern industrial society. Only after a society has achieved a high level of productivity can it afford to leave a large proportion of its able-bodied population in a dependent state, hopefully in order to better prepare these fledgling citizens to participate in and contribute to society. Advances in medicine, public health, and sanitation, resulting in an ever-increasing life span (a white American born today can look forward to an average of 70 years of life), have made this long educational process economically feasible. Many young men and women do not leave some sort of structured situation and begin a career until their late teens or early twenties. By this age most people in non-industrial societies or earlier stages of our industrial development have assumed adult responsibilities, held a steady job, or begun to raise a family.

Thus, the American teen-ager finds himself in an ambiguous position, considered neither child nor adult. In this transitional state, he receives few of the protective benefits normal to childhood; nor is he given many of the responsibilities of adulthood. This anomalous situation results from what might be called a "social lag," that is, society, which is geared economically to the industrial level, remains socially on a pre- or proto-industrial level, one which has no ready place for the dependent non-child. This ambiguity, coupled with the changing nature of family relationships and the present uncertainty of the world situation in general, explains much of adolescent behavior, both social and economic.

## C. The Changing Family Relationship

Primarily as a result of the rapid and widespread industrialization mentioned above, family relationships in American society have altered drastically. No longer do the family members need to work as a unit to provide the material necessities of life, since one or two wage-earners can support a family easily and better than ever before. Most families have risen from low-income to middle-income status; the Bureau of the Census reports that family income in 1961 averaged $5744 (3), and some two-thirds of all children in 1959 came from families where the head earned $4,000 or more per year (4). Thus, no longer is the adolescent a member of the "bread-winning team"; rather, economically he remains a burden to be borne.

Another factor contributing to the decrease in interdependence between the teen-ager and his family is that the family no longer is able to provide him with the necessary skills to become economically self-sufficient. Most jobs require special abilities which the family is not equipped to teach; furthermore, many parents' occupational training has been in fields made obsolete by scientific and technological advances. This situation, plus the ever-increasing need for skilled workers, has led to the necessary lengthening of the educational process mentioned previously; most states now require school attendance until age 16, and a high school diploma is a necessary prerequisite to enter many industries.

The sense of security derived from membership in a stable family setting is diminishing, especially with the increase in the number of broken homes. Even when the family remains together, however, several trends have reduced family cohesiveness and added strain to the teen-agers' lives. One of these factors is the increased mobility of the typical American family: one out of every five people move each year, which means that teen-agers have fewer ties to a community, its values, and its people. Secondly, activities in which the family as a whole participates are on the decline. Family members tend to look outside the home for both work and play, each likely having his own specialized interests. While this has meant a greater diversification of possible pursuits, it has also led to a decrease in the family's influence on its members. The increase in available leisure time is yet another development which has contributed to the dispersion of family members. Fathers work fewer hours per week; mothers have many time-saving devices to help them with the housework; children need not work to help support the family. Thus the areas of choice of spare-time activities have been broadened considerably.

This discussion of family breakdown would seem to indicate that parental influence is on the wane. Surprisingly enough, perhaps, in many important areas this is not true. In their well-known study The American Teenager, H.H. Remmers and D.H. Radler cite various instances where adolescents look to their parents for advice; among these are politics, the spending of money, and personal problems and advice (5). For example, a sample election poll of teen-agers taken in 1952 predicted Eisenhower's victory margin with an error of less than 0.5 per cent; more generally, a 0.96+ correlation was found to exist between the attitudes of adolescents and their parents (6). Thus, the truth seems to be that the family remains an important, if not primary, molder of values, mores, and attitudes; as one writer puts it, "Teen-age culture, even in its contrapuntal forms, is an adaptation or prototype or caricature of adult culture."(7)

Another of Remmers and Radler's findings might well serve as the introduction to the next topic, peer-group relationships:

> We find that the typical teenager is responsive to the feelings and opinions of his peers on such questions as what to wear to a party, what clubs to join, how to act when out with the gang, and personal grooming (hair style, choice of clothes, etc.). (8)

## D. The Influence of the Peer Group

The importance of a teen-ager's friends and associates as an influence on his behavior has been noted by so many observers and researchers that its mention here might seem almost superfluous. Yet its relationship to the totality of the adolescent personality has sometimes been so grossly distorted as to confuse the picture regarding its actual nature and scope.

Unlike the family, the peer group is a voluntary association; one may join it or not, may leave it at any time, and accept its structure and codes because they seem desirable and fitting and not because one must. In teen-age society, the peer group (or subgroup) is unquestionably a molder of mores, and entrance therein is eagerly sought after. The question which must be answered is "Why?". Why do individuals attempt so desperately to be included within the circle of the peer group, and why and how does the peer group wield its power?

Before we begin our investigation, however, a word should be said about "needs." The important thing to remember about "needs" or "goals" (the two terms are almost synonymous and will be used interchangeably in the discussion) is that they occur at different levels, and even at the same level some are more potent than others. In other words, there exists a hierarchy of needs, so that many specific goals might be subsumed under one primary need. In the discussion to follow, reference is generally to primary (i.e., psychological) needs. (9)

"Over a fairly wide range of subject matter, teenagers are consistently more sensitive to the feelings and opinions of adults and other teenagers than they are to any 'voice' from within (10)." This quote is an example of the truism in the literature of adolescent psychology that the "typical teen-ager" relies upon and is governed by the opinions and attitudes of others. Riesman's "other-directedness" is perhaps the best-known description of this attempt to seek out and conform to prevailing modes in thought, dress, manners, and the like. What has been neglected, perhaps not so much in the serious research work as in the popularizations of them, is the search for causes of this symptom. That is, this compulsive conformity has been overemphasized to the point that it has achieved the stature almost of an "innate" drive, rather than an indication of any basis for behavior. The influence of parents, teachers, and peers, for example, is treated virtually as a given condition, a presupposition to be worked from rather than investigated, the only question generally being the extent and nature of this influence.

The important question remaining unanswered is that of the reasons for the information, maintenance, and importance of these out-going relationships. For example, that a teen-ager values his peer group because its approval is necessary for the satisfaction of his need to gain acceptance by his associates is undoubtedly true, but it proves nothing. It provides no answer to the question "Why does the adolescent need to 'belong'?" For undoubtedly, in twentieth century America, he feels an urgent need to be accepted.

We would be oversimplifying the problem to say the "self-respect," "self-esteem," "personal identification," or some similar concept ("The central theme of adolescence is the finding of one's self" (11).) explains this strong desire for acceptance and approval, although certainly we can postulate that it is a primary force in the make-up of human beings. The undeniable existence of such a need does not automatically and necessarily posit that fulfillment is to be achieved through the eyes of others; this notion has cultural, not psychological, origins. We all want to be liked; how we go about becoming liked is determined by the particular nature of our environment.

Thus we are led to the conclusion that the emphasis placed by teen-agers on peer-group acceptance and participation is, if not peculiar to American society, at least largely determined by it. What then are the factors in our culture which give rise to this situation?

One such condition has already been mentioned in another context: the lack of a clearly defined role for the adolescent to play in the American system as it exists today. This lack, and the resulting insecurity and confusion of self-identity--the teen-ager is told on the one hand to stop behaving like a child and on the other that he is too young and irresponsible to drive the family car--must somehow be counteracted. One way of doing this is to band together with others in similar predicaments as a means of self-protection (12). Here at least the adolescent is among equals and can establish a place for himself on the basis of more clear-cut, if somewhat transitory, ideals.

This choice of banding together and exacting conformity to the group as the price of membership is drama, of course, directly from American adult culture. The anti-Germanism rampant during World War I and the more recent hysteria during the McCarthy era of the early fifties differed only in their prevalence and significance from what is continually occurring within and among adolescent groups. The search for "status" through trivial but highly-regarded accomplishments and acquisitions is too well known to be commented upon. In this way, too, as in others, adolescent society is a response to, and conditioned by, adult society.

A second effect of the uncertain status of the teen-ager is the conflict it often engenders with his parents, who are frequently equally unable to cope with the situation. The "natural" tendency of parents in this child-centered culture is to overprotect their children. This engenders conflict with the teen-ager who is growing more self assertive. The teen-ager, on the other hand, feeling more "grown up" than perhaps he is, will rebel unduly against even the mildest and best-intentioned restrictions placed upon him; he turns then to his friends and associates to support his bid for independence. In so doing, however, he is usually exchanging one form of domination for another, but this second influence is voluntarily chosen.

Another source of insecurity for the adolescent which can be at least attributed to the totality of American culture stems from the change from a primarily unisexual childhood to a growing awareness of and attraction to the opposite sex. In what is still predominently a rigidly Protestant culture, the resolution of the contradiction between biological needs and social customs is not easy; most individuals experience a series of frustrations and compromises before learning what is acceptable behavior and what is not. As one writer puts it, "It is repeatedly evident that the social interests of adolescents are essentially sex-social interests (13)." For example, the inability to cope with these rather than the intellectual standards of the school situation causes much insecurity among teen-agers; hence the concomitant importance of such "social" factors as clothes, personality, athletic ability, and participation in activities (14). Teen-agers tend to band together because these experiences are easier to cope with in the company of others faced with the same problems; the existence of a code of behavior, however nebulous, is better than none.

We can see, therefore, that many of the causes of adolescent insecurity and the means of alleviating them can be traced in large part to the peculiar nature of American industrial society. The peer-group relationship is perhaps the most prominent and important of the latter; relationships with adults and personal attitudes, mores, and values are equally affected. Moreover, all these facets are inextricably interrelated, making any value or behavioral change that much more difficult to effect. We will have more to say about this in the last section; specific consumership effects of these factors will be traced in the discussion of teen-age spending.

## E. Changing World Conditions: A Further Source of Insecurity

While the insecurity of the American teen-ager is due, as we have tried to show in the preceding section, primarily to conditions arising out of the whole of American culture, any discussion of teen-age problems today would be incomplete without some mention of at least two factors, neither of them exclusively American, which seem to aggravate the sense of ambiguity and uncertainty which characterizes the typical adolescent. One is the feeling that society in general is no longer one of established values and clearly recognized roles; for example, the roles of men and women may overlap, as men diaper babies and women compete in fields heretofore the exclusive domain of men. The filtering-down of some scientific discoveries and theories which have tended to cast doubt on the inherent stability of the "natural order"

(Einstein's theories of space and time, Freud's concepts of human personality, and Darwin's theory of natural selection are perhaps the most significant of these) have resulted in the extrapolation of their conclusions to other areas, notably politics, religion, and human relations. The resulting welter of confusion has, not surprisingly, left very little in the way of absolute verities and eternal truths upon which people could depend.

A second problem is the present world situation, which makes difficult the looking ahead to any but an uncertain future and tends to emphasize the present. Teen-age boys must anticipate that whatever future they make will be interrupted at some time or other by the obligation of military service; the girls, especially those contemplating marriage in the near future, are not unaffected by this consideration. And from a longer-range point of view, the threat of nuclear annihilation questions the advisability or desirability of planning with regard to a ~~career, the raising of children,~~ and similar problems, the importance of which was unquestioned until the recent past. The romanticism, escapism, and irrelevancy which mark much of adolescent behavior can be seen to be in part a reaction to this generally prevalent uncertainty.

## II. The Teen-Ager as Wage-Earner

The teen-age population forms an increasingly important source of manpower for the American labor pool. Because of an increase in their leisure time and because they like (and in many cases, need) the extra money and the opportunity to spend it without supervision, many teen-agers are working part time after school and during vacations. Others drop out of school to assume full-time jobs; estimates of the number in this latter group run as high as one-third of the total teen-age population. The nature of much teen-age employment makes any figures cited open to question; however, the following statistics give at least a rough indication of the significance of teen-age participation in the American economy.

According to the 1960 census, a total of 4,181,093 persons between the ages of 14 and 19 were employed on some sort of regular basis; since the entire employed population numbered some 64 million, teen-agers comprised almost 7 per cent of the labor force (15). Also, since the number of those between 15 and 19 was slightly over 13 million, this means that somewhat between one-fourth and one-third of the teen-age population was regularly employed (16). These figures do not reflect the number of those teen-agers working at odd jobs and in seasonal employment, both of which tend to go unreported. A study conducted in 1956 by Eugene Gilbert may have come closer to the actual picture; he found that over half the teen-agers interviewed held part-time and/or summer jobs (17). Obviously, whatever the precise figure, it is large enough to indicate that a significant proportion of adolescents engage in some form of employment.

The question of adolescent earnings raises similar difficulties of measurement. The Small Business Administration reported that the average income of teen-agers in 1962 was between $10 and $15 per week, as compared to the 1940 average of $2.40 (18), while Gilbert found that only one-third of those employed earned more than $10 per week; however, he also points out that 70 per cent of the teen-agers still attending school received allowances, which averaged $3.47 per week, and he estimated total teen-age income in 1956 to be $9 billion. (19)

## III. The Teen-Age Market

The importance of the teen-age market in this country's economy has been growing steadily, especially since the end of World War II, and all indications are that this increase is about to take a sharp upward turn. Teen-agers make purchases not only for themselves but also for other members of the family; furthermore, their needs and desires influence the pattern of family spending. To quote two well-known writers on American education: "The young slowly are capturing an ever-growing share of the nation's market, both through their own purchasing power, and, more important, through effective dictation to parents." (20)

### A. Size of the Market

As was the case with the number of working teen-agers, wide variances appear among the several estimates of the size of the total teen-age market, changing with each survey and age group under consideration. Add to this the fact, which was mentioned before, that the influence of adolescents on purchases made by the family is incapable of accurate measurement, and some idea can be gathered of the difficulties encountered in attempting precisely to estimate this ever-growing economic power. For example, the National Consumer Finance Association stated that the "youth market is rapidly attracting attention today as 16 million junior and senior high school boys and girls control $6 billion annual spendable income of their own (21)." Comparable figures cited by the Small Business Administration are $15 million and $10 billion, respectively, and its projections indicate that this group (15- to 19-year-olds) will grow by 1970 to about 19 million (22). Others have estimated that the total controlled by teen-agers may be as high as $15 billion.

Even more significant than these statistics are certain relevant data on the population trends in this country. The baby boom begun during World War II has shown no signs of abating; indeed, people are marrying at a younger age and having more children earlier than ever before. While the percentage of those 19 years of age and younger was 38.5 of the total population in 1960, it is expected to increase to 41.6 by 1980 (23). More teen-agers in the total population means that there will be greater control of more money by teen-agers. Also, the fact of their earlier marriage will mean that they will be responsible for making large purchases necessary for homemaking at an increasingly earlier age.

## B. Adolescent Spending Habits

1. Mores and Influences. Adolescent spending like the rest of adolescent behavior is basically responsive to and conditioned by the adult society. Today's teen-agers, raised in a milieu which places great emphasis on the attainment of material goods, learn very early that possessing the "right" things can lead to the achievement of status and success. "Keeping up with Tom or Mary" is just as important for the average teen-ager as "keeping up with the Joneses" is for his parents. The popularity and prevalence of new fads is a striking example of this tendency to conformity; clothing styles, hairdos, and amusements come into fashion and decline with astonishing rapidity. Teen-age acceptance of certain recreational activities have helped fill bowling alleys, roller-skating rinks, and ice cream stands.

Teen-agers'consumption habits are more strongly influenced by their peers than by their family's socioeconomic background. Cateora in the study previously cited found this to be the case (24). A study by Oppenheim confirms this view, while providing factual evidence of unavoidable differences in fulfilling consumer goals due to economic status. The group under consideration were junior high school girls in an urban community. The results showed that while 13-year-olds spent more than 12-year-olds ,and 14-year-olds spent more than 13-year-olds, apparently each age sets up its own standards of expenditure and consumption, which increases with age. Similarly, while girls from poor homes were concerned primarily with getting enough to eat and putting together a decent minimal wardrobe, girls from somewhat better homes could afford to contemplate the purchase of attractive new clothes, and those from well-to-do homes placed great importance on high-fashion sweaters and skirts (25). Thus we can see that while differences exist among age groups and class groups as regards attainment of goals, the goals themselves are basically the same.

Conformity is evident not only in the purchases made by adolescents for themselves but also in those family expenditures over which they have any influence. In the study just cited, for example, the majority of the girls shared in family decisions to purchase food and soft goods. Again, this was true regardless of socioeconomic position. (26)

This conformity does not restrict itself to personal and family purchases; in an intensive study of 189 juniors and seniors, Cateora found substantial agreement among them on a wide variety of economic questions, ranging from the desirability of specific articles and appliances to preferred methods of saving (27). Very few significant differences were found to exist among the various class levels represented in the sample.

The final point to be mentioned in this context is that the prevalence of conformity has tended to increase teen-age spending, since each new fad or fashion results in everyone buying the current "craze" item if possible. Kilts, fuzzy sweaters, and continental pants boomed in sales because they were widely accepted by this group.

The general rise in family income, which has already been mentioned means that the money which teen-agers have at their disposal, whether allowances or earnings, is theirs to spend as they please. Most teen-agers do not have to contribute directly to the general family funds. A great proportion of working teen-agers hold jobs solely to provide themselves with consumer goods which otherwise they might have to forego. As the Small Business Administration puts it, teen-agers are free to spend their wages "because these boys and girls pay no taxes, insurance, rent, or grocery bills. Their parents provide such necessities (28)." A similar situation is noted by the Department of Home Economics of the National Education Association, which found that teen-agers were allowed to exercise a great deal of independent judgment in the disposition of their money. "About 55 per cent of the seventh and eighth graders 'decided alone' (on their spending) and the proportion increased with each grade level to 86 per cent for twelfth graders." (29)

One further influence on teen-age spending habits is treated in a later section--the mass media.

2. Amounts Spent by Teen-Agers. Various studies have attempted to determine the amounts spent by individual teen-agers. Referring again to the survey of junior high school girls, it found that these spent an average of $3.94 per week, or $204.88 per year, on themselves. However, about half these girls also made an average of $2.20 per week, or $114.40 per year, in purchases for the family, making a total average of some $319 per year (30). And this figure, of course, does not include those purchases made because of teen-age influence.

In another study, the National Education Association found that teen-age spending varied widely within each grade level, ranging for girls from $ .30 to $8.50 weekly in the seventh grade and from $1.65 to $19.50 in the twelfth (31). And Cateora cites a study conducted by Scholastic Magazine on this question which found that among the 5,000 students interviewed, the male senior high school students spent an average of $7.48 per week and saved $4.03, about half of this total coming from part-time work. On the other hand, the girls were almost entirely dependent on allowances given them by their parents; these averaged $6.85 per week, of which $4.98 was spent. The same predilection for spending was found even among the junior high school students surveyed, the boys spending $3.67 and saving $1.76 per week, the girls spending $3.22 and saving $1.19 (32). Again, we must emphasize that these figures reflect only direct spending by teen-agers; the purchases made for them and influenced by them would seem to constitute even a greater total.

3. Kinds of Items Purchased. Not surprisingly, a considerable amount of research has been done on the subject of the kinds of purchases made by teen-agers. A study of 5,000 adolescents, ages 13 to 19, produced the following breakdowns. Boys spent their own money to the indicated extents for these items: sporting goods, 57 per cent; shirts, 40 per cent; slacks, 38 per cent; shaving cream, 36 per cent; razors, 27 per cent; to give some of the more important purchases. In the same way, girls the same age reported that 73 per cent spent their own money for lipstick; 43 per cent for hand lotion; 33 per cent for blouses, sweaters, and skirts; 31 per cent for lingerie; and 27 per cent for dresses (33). In addition, the following percentages of the 5,000 teen-agers interviewed indicated that, although the parents paid for the items, the choice was made by them: shoes, 94 per cent; fountain pens, 80; sports equipment, 70; radios, 55; watches, 44; and vacations, 38.

Life broke down an estimated $10 billion annual expenditure in this way; food, 22 per cent; entertainment, 16; clothing, 15; sports, 9; and miscellaneous items including transportation, grooming, reading matter, and school supplies, 38. (34)

The NEA survey produced similar findings. Gifts for the family ranked first in importance, followed by entertainment. Purchases of clothing increased steadily with age. Grooming supplies and snack foods were bought by half the students interviewed. Less than half put any money into savings. (35)

One item not yet noted should be at least mentioned here, and that is the automobile. Teen-agers owned 1.5 million cars in 1960, while almost six million teen-agers were licensed to drive; teen-age driving activities accounted for about 2.5 billion gallons of gasoline (36). In rural and suburban areas, the automobile has become almost a necessary accoutrement for adolescent social functions. (This is discussed more fully in a later section.)

4. The Role of Producers, Merchants, and Advertisers. The growth of the size and scope of the teen-age market has not gone unnoticed by American businessmen, nor has the increasing teen-age influence on family purchases escaped attention. All facets of American economic life have directed more and more of their efforts to the capturing of this lucrative consumer group.

> The business community was first to realize the significance of the trend.... A mass of advertising is directed specifically at this market, following the tremendous growth in goods and services for the young and active--equipment for skiing,

> water skiing, boating, scuba diving, camping, tennis, bowling, football, baseball and so on. There are more books and magazines for children and adolescents; movies are made for the teen-age audience; television shows are pitched to their level--or lower--and without them, the phonograph-record business would come near to collapse. (37)

In addition to the wide array of recreational equipment listed above, manufacturers of such items as clothing, cosmetics, costume jewelry, watches, radio, TV and phonograph equipment, and the like are finding it increasingly profitable to offer lines calculated to appeal to the adolescent consumer.

Merchants cater to adolescents especially in two ways. The more usual practice is to establish teen departments or to stock heavily those items in heavy demand by teen-agers. A growing trend in many stores is to allow adolescents some kind of credit privileges; 60 of 183 department stores and specialty shops questioned in a recent survey had instituted teen-age charge-account programs, while 20 others were considering it. (38)

Few, if any, statistics are available on the extent of advertising directed solely or primarily at the teen-age market, but all indications are that the amount, in all media, is large and still growing. Gilbert's finding that adolescents spend about three hours per day (if not more) viewing television and/or listening to the radio (39), coupled with Cateora's observations regarding the teen-ager's lack of price-consciousness, high degree of fashion-consciousness, and disinclination to do much comparison shopping (40), bring out even more forcefully the potential effectiveness of advertising aimed at the young consumer. The number of magazines designed exclusively for teen-age audiences is growing, yet another indication of the growing importance placed on this market.

In addition to appeals contained in the normal outlets of the commercial mass media, many firms attempt to get their names before the teen-age public by invading the classroom, that is, by the distribution of educational materials in the schools. "More money is expended each year by business organizations on educational materials than is spent on all the textbooks per year in the schools." (41)

## IV. The Problems of Affluence

In this imperfect world, the increased amounts of money available to teen-agers as a result of general prosperity do not represent an unmixed blessing, even to the teen-agers themselves. Greater economic freedom should be accompanied by the assumption of greater responsibility. Unfortunately all too often this has not been the case, resulting in actions which are detrimental to the community and/or the individual teen-ager, and also in conflict between the teen-ager and his parents. The following areas are of the most immediate and greatest concern.

## A. Health Problems

Adolescent financial independence has led to the widespread adoption of unhealthful activities which otherwise might not be quite so prevalent. The incidence of teen-age drinking and smoking is very high, and although neither would be eliminated completely whatever the economic condition of the country, there is no doubt that prosperity has aggravated both problems.

The extent of the teen-age drinking problem is difficult to estimate, since the only available statistics are those from police blotters and accident reports, which normally include only the more troublesome and difficult segment of the adolescent population. However, these and the reports of liquor regulatory agencies indicate that the problem is not a minor one.

The problem of teen-age smoking is even more difficult to evaluate. Although many states have laws forbidding the sale of tobacco products to minors, these laws generally are flagrantly violated. The habit has extended down even to the elementary school level, teachers and principals reporting that a considerable number of youngsters are smoking. The prevalence of youthful smoking apparently is estimated to be widespread enough so that tobacco manufacturers are willing to spend large sums of money for advertisements geared to young people. The recent report of the American Cancer Society is only the latest in a series of studies which establish a definite correlation between smoking and such diseases as lung cancer and heart ailments. Certainly anything which can be done to curtail adolescent smoking should result in a healthier population.

## B. The Automobile

The problems arising from teen-age use of automobiles have been publicized enough so that only a brief recapitulation of the major points is necessary here. More and more the automobile is becoming necessary for the achievement of status and popularity among teen-agers; thus the difficulties which have arisen may be expected to increase unless steps are taken to counteract them.

The fact that all automobile insurance companies charge higher rates for drivers under age 25 only reflects a long history of teen-age driving carelessness. The Children's Bureau estimated that 306,000 drivers classified as juveniles were involved in traffic accidents in 1960 (42). The Travelers Insurance Companies cite statistics to show that drivers under 25 were involved in 13,030 fatal accidents, or 27.6 per cent of the total, in 1960. The percentage of young drivers involved in nonfatal accidents was only slightly lower, 22.3 per cent. (43)

The use of automobiles for "parking" purposes raises serious questions of morality and has certainly led to much conflict between teen-agers and parents. Even in cases where youngsters behave with utmost propriety, the fact that the automobile enables adolescents to escape parental supervision results in parental suspicion and in indignant rebellion on the part of the teen-agers. The increase in unwed mothers among teen-age girls would seem to lend some credence, at least in general terms, to parental forebodings; certainly this area of conflict should be dealt with.

## C. Extravagance

Perhaps the most obvious shortcoming of teen-age spending habits is the trivialness and irresponsibility of many teen-age purchases. Snack foods, clothing and grooming fads, and similar "unnecessary" items mark much of adolescent consumption; so also do impulse buying, fad-following, and paying unnecessarily high prices for goods of inferior quality, even though many teen-agers are fully aware of what constitute good consumer habits (44). The fact, already mentioned, that adolescents need not in most cases contribute anything to family finances undoubtedly accounts in great part for this carelessness, but these habits should be a matter of concern to parents and educators, since the likelihood of their being carried over into adult life is too great to be ignored.

Strangely enough, the absence of financial commitments seems to have made teen-agers at the least no worse credit risks than adults. The experience of these stores offering charge privileges to teen-agers has been generally favorable, enough so that more and more stores are adopting the practice. This development would appear to have been made possible by the fact that adolescents do not have to be prepared for emergencies, this responsibility being assumed by their parents. Thus the average teen-ager can commit a substantial portion of his income on a relatively long-term basis without worrying unduly about possible but unexpected contingencies.

## V. What We Can Do.

In the light of the preceding pages, what, as parents, educators, and researchers, can we do to eliminate or alleviate the problems cited above: (1) teen-age spending habits, and (2) the training of adolescents to be financially capable and responsible in adulthood.

With regard to problem (1), there seems to be little which can be done to change adolescent consumption patterns without a drastic alteration in the nature of American society generally. If our analysis of these patterns is correct and they are conditioned by the prevailing values, attitudes, and folkways of the adult culture, then only a change in some of these basic influences will have any effect.

The outlook is more promising for effective action with regard to problem (2), since here at least part of the difficulty results from insufficient knowledge rather than from deep-seated behavioral patterns. Various programs have been suggested, all of which have as their goal the emergence of a more knowledgeable consumer public.

Many people feel that not enough attention is paid in the public school system to the preparation of adolescents for responsible consumership. Thus they advocate that consumer education be emphasized more in such high school courses as business education, economics, home economics, and social studies.

The efficacy of programs such as Junior Achievement, which attempt to inculcate at least an elementary but first-hand knowledge of the business world in interested teen-agers, raises the possibility that such activities might be broadened to include consumership as well as salesmanship. The difficulty here, of course, is that any program of this kind is by its very nature voluntary; its appeal to teen-agers engrossed and occupied by more pleasurable pastimes might be hard to foster.

A more intensive approach was suggested at a recent conference on family problems; this was to institute in the schools and the community a coordinated and cooperative consumer education program. Families would be reached through community agencies, adult education courses, or school-related activities; at the same time, teen-agers would be studying consumer education in school. The consensus of the group which worked on this proposal was that such a program would be beneficial to both parents and children and would be more effective than separate but unrelated programs, since a certain amount of mutual reinforcement would be present to stimulate both groups to learn more. (45)

Whatever program or combination of programs proves to be most effective, a concerted effort should be made now to bring some of these ideas to fruition. The future of this country lies with our young people, and it is our responsibility to see that they are adequately prepared to cope with the problems which they will have to face.

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# EDUCATING THE TEEN-AGER IN HUMAN RELATIONS

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The idea that adolescence is a period of storm and stress has been debated, discarded, reviewed, and modified since its initial popularization by G. Stanley Hall in 1904, with his history-making and breathtaking tome, Adolescence: Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education. A persistent and pivotal issue in the literature on adolescence during the first half of the twentieth century has been the degree to which "adolescent turbulence" is influenced by physiological and biochemical changes, by emotional and mental growth, by familial and social factors, and by cultural patterns.

During the past 10 years, Erik Erikson has provided a much needed theoretical framework for examining the interplay of such factors within the context of a series of identity crises confronting the adolescent which almost inevitably give rise to adolescent anxiety and parental perplexity.

Too often, we as educators are prone to forget that at least some conflict between generations simply cannot be avoided when (1) there is rapid social change; (2) parents and their children are never born at the same time; and (3) the behavior appropriate for a given age is usually learned at the particular age. Awareness of the inevitability of intergenerational stress resulting from these three factors can help both parents and youth to depersonalize the emotional impact of different viewpoints. But there is more than this involved. We must also recognize that most parents are not, and perhaps cannot be, equipped to do a thoroughgoing job of marriage preparation and family life education within the home for their offspring. There is a need for out-of-the-home education in this area, irrespective of social class.

To illustrate this point, let me share with you two personal experiences that epitomize the ground swell of public concern about the status of marriage and family life in the United States, the need for some kind of education that will--as one distraught PTA mother put it--"do something through education, about the mess marriage is in!"

My experiences involve two communities separated by only 35 miles. The first is Stamford, Connecticut, and a school district of that city serving an upper-middle-class population. I participated as a resource person and discussion leader for a series of meetings for high school people on going steady, early marriage, and on *their* attitudes toward *their* sexuality. This successful program series supplemented some family discussion already being offered in the high school. These young people expressed their deep concern about the whole complex of human relationships involved in dating and marriage and family life.

The second community is East Harlem, in New York City. There members of two street gangs requested a course on going steady, early marriage, and on *their* attitudes toward *their* sexuality. I served as the leader of this course as well. These young people, out of an environment of despair, *themselves* asked for a course on dating. Why? Because, as they said, "There is nowhere to get answers to questions we have about ourselves and about families." Yes, these are the young people of East Harlem, some of whom make headlines with mugging, stabbings, and rape. But how often have you read about their asking for a course on the meaning of marriage--the same kind of course based on the same questions that were asked by young people in a world apart?

Whether in a community of advantage, like Stamford, or one of despair, like East Harlem, there is a crying need for family life education that will make sense in the terms of the young people themselves.

## The Need for Family Life Education

Let me illustrate the need for family life education by turning briefly to sexual differences of teen-age women and teen-age men. My current involvement in the Sex Information and Education Council of the United States will make this understandable and I trust acceptable. One real lesson of the Kinsey Report, and a great deal of subsequent research, is that by nature males and females are almost sexually incompatible by virtue of their glandular systems. The average male's sex drive starts earlier, is stronger, and lasts longer than had previously been recognized. In contrast, the average female's sexual drive starts later and is weaker. A man,especially a teen-ager around 16-17 years of age appears to have a built-in alarm system which goes off at the sight of a shapely leg, whiff of perfume, or even his own thoughts. His need for sexual release is not comparably present in the young woman who in most cases can, to his immense consternation, take sex or leave it alone. As she moves along in years, she tends to feel that intercourse isn't the best thing in the world, or the worst. As a good friend of mine and a distinguished teacher has wrily said, "It is just that there is nothing quite like it." She does not require the direct sexual outlet that the male drive makes necessary for him.

Examine this profound sexual difference within the framework of a society that still tends to feel that it is possible to return to or recapture "an age of innocence" regarding sex. In fact, one may wonder if such an age ever existed. Yet those who argue against providing sex education for youth, as an element of a broad-spectrum family life education program, would appear to believe that (a) an age of innocence still exists at the present time, and (b) therefore we still have a choice between providing or not providing sex education.

I submit that such a choice no longer exists. Youth is literally inundated with information, ideas,and attitudes about sex via television, movies, newspapers, paperback books, magazines, and members of their own age group. In view of the quantity of ideas and attitudes about sex, readily available to youth, it is pointless to continue debating whether or not youth should receive sex education. The crucial question is: "Are we satisfied with the quality, the content, and accuracy, and the value orientation of the ideas and attitudes about human sexuality youth is now receiving from the sources indicated?"

Those who argue against providing adequate, competent education about human sexuality frequently express the very naive assumption that such education will encourage permissive and illicit sexual behavior. Curiously enough, this assumption is not made when we suggest, for example, the need for consumer education. Few people, perhaps even none in an audience such as this, would assume that competent education about consumer economics would immediately result in young people becoming more permissive and foolish in spending money. Instead, we assume the opposite; that consumer education will aid youth to exercise greater wisdom in the management of finances. Nor do we assume that to provide driver education prior to the time youth may drive legally will increase the accident rate. In fact, records show the opposite. The more education, the more respect for finances, the car, and the human body.

## Weighing the Value

Family life and sex education include a broad spectrum of subject areas--knowledge of the history of female emancipation, cross-culture materials on the social and legal status of women, family law and human genetics, to name just a few. Now, most high schools offer and/or require a given number of units in given foreign languages, especially for the college-bound. To my knowledge, we have no evidence (nor do we ask for any) that the majority of high school students realize either immediate or lasting benefit from the hours spent on French, Spanish, German, or Latin. We know it satisfies a college entrance requirement, but again we have no evidence that the additional hours spent in college on a given foreign language have benefits for the majority of students other than fulfilling a requirement.

My point is not to do away with foreign language requirements. Rather, it is to question the logic involved when on the one hand we require a foreign language which the majority of students will never use, we ask for no evidence of its value,and we require certification for language teachers. On the other hand, teaching of family life and sex education encounters resistance even though every student will be involved in these two areas; we constantly ask for proof of the value of such courses. And we require no teacher certification, although marriage and human sexuality are far more complex subjects than any foreign language.

But when proof of the value of a family course is asked, what do we find? It is true that scores of marriage courses have been evaluated, and critics have some basis for their attacks. There are poor marriage courses, taught by poorly prepared teachers with preachy, biased, culture-bound approaches. Flimsy course content unrelated to the growing body of factual data can be found. Possibly even more courses fail to be geared directly to student readiness and participation and so are less effective than they might be were they developmentally related to student need and involvement. But overall, even with an inadequate number of trained teachers, marriage courses have been proven to be remarkably effective in all measures used to evaluate them to date. As Dr. Evelyn Duvall has written, "They have a unique role to play in (1) dispelling ignorance about love and sex, marriage and family relationships; (2) assisting young people emerging from their parental families to clarify their own sense of identity; and (3) providing valid conceptions of what to expect, with the attitudes and skills related to competence in marriage and family living."

Increasingly, around the country, these courses are being built into school curricula. More and more specially trained family life educators are moving into key teaching, resource, and coordination positions. An historic certification requirement for family life education has been written, adopted, and put into practice in Utah (the nation's first). Family life educators are working for health and welfare councils, serving as consultants to community agencies' programs in family life education, and helping school systems to get into gear with such courses. I simply do not know of a major religious denomination which has not already gotten deep into new and expanded pre-service and in-service training for clergy on counseling and education in marriage and family.

The National Council on Family Relations, with 3200 members in family research, counseling, and family life education, has never before gone through such a rapid growth as it is experiencing right now. Its journal, Marriage and The Family, with its special "Teacher Exchange for High Schools and Colleges," represents the growing academic respectability of the multi-disciplinary family life field. The National Council, directly and through its affiliate groups, represents a tangible, full-time resource for you to discover who is knowledgeable about the family field in the area where you live and work. There are so many ways in which family life educators have been used as resource people in the various areas of home economics that I am at a loss to single out an example.

The Sex Information and Education Council of the United States represents an astonishing first. Among its officers and directors are key professional leaders of the three largest religious groups--appearing on the letterhead of an organization designed to help "establish man's sexuality as a health entity." The very fact that such an organization could come into being and secure widespread endorsement and support is significant testimony to the readiness for massive movement in family life education.

In the May 1965 issue of Marriage and The Family appears a report on high school student marriages, school policy, and family life education in California. Let me quote from the conclusion of this article, written by Dr. Judson Landis, a past president of the National Council. Dr. Landis writes:

> This study of the offerings in family life education indicates a need for renewed efforts to regain lost ground in the field. There are some indications at present that we have gone almost full cycle from deep concern with what was happening to family life in the post-World War II years and subsequent interest in family life education, to the downgrading of all education that does not prepare young people to be atomic scientists, toward a return now to education which will prepare youths for living and for making a living. As of this writing, a legislative committee is studying the marriage and divorce laws in California, looking toward encouraging more stable marriages. Concern has developed over the mounting economic costs to the state of failing families. The fact that effects of divorce, separation, and illegitimacy will cost California taxpayers over $234,000,000 in 1964 through the Aid for Dependent Children program alone has focused legislative attention on the need for remedies. One cure now being recommended is a new emphasis on educational programs for marriage and parenthood in the public schools. It appears that family life educators must take responsible action to help schools which wish to establish family life courses, to provide for summer workshops to train teachers, and to work for the establishment of credential requirements for family life teachers.

State by state, the same kind of evidence can be presented, evidence borne of conviction that there exists a body of knowledge about marriage and family life which can be transmitted to young people and whose chance for success in marriage and family life will be enhanced through such transmission.

Your great Association and its members, which have played such a key role in family life education through the years, will play a key role in the future, joined by other disciplines who can add to the growing literature and practice of family life education.

Most of you have had the great pleasure of witnessing, or participating in, graduation ceremonies of high schools and colleges. Such occasions are an obvious time for reflection. When someone questions your commitment to family life education, as they will, think for just a moment about those graduates you watched. Think about the kind of training they have had. Few of them will enter medicine, engineering, or the space sciences. On the other hand, nine out of ten will marry and will establish families. Their success will depend in part on the adequacy of their preparation for the exacting roles they must play as family members in the modern world.

This is the case for family life education.

# TEEN-AGE NUTRITION

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One of the most precious resources each human being has to manage is his own mind. The use of the mind in making decisions is often described as the crux of management. Therefore, it seems appropriate for us to focus attention on ways in which we can help the teen-ager use his mind in solving problems related to food and nutrition.

Secondly, it seems important that we focus our thinking on ways we can motivate youth to acquire knowledge, another resource which can be used in making decisions related to food and nutrition. A study of factors related to the eating behavior of adolescent girls at Iowa State University has shown a positive relationship between nutrition knowledge and good diets.

Thirdly, to illustrate methods of working with teen-agers in food and nutrition, I will use experiences of professional people within the Extension Service since this has been my own professional area.

Within these limits I would like to discuss our role in educating youth; today's teen-ager--his needs and wants; reaching teen-agers with nutrition information; and helping the teen-agers to use their minds.

## Our Role

Whether we are home economists in the Extension Service, home economists who teach in schools, or home economists who prepare materials for the teen-ager, we each have a responsibility to help youth lead a more satisfying life through good nutrition. We have the obligation of interpreting meaningful facts which they can understand and apply. As educators we need to study and critically evaluate new information as it is discovered and make adjustments in our teaching.

But we cannot stop there; food practices of a teen-ager do not change just because he has accurate meaningful facts. Motivation to use acquired knowledge in daily living is essential. Then we must convince him that as he grows toward maturity, he assumes more responsibility for his own food choices and that food habits may have to be altered with his changing needs. Eventually, our goal is one of helping young people to achieve the greatest sense of maturity possible so that they travel from a stage of "help me" through a stage of "I can help myself" to the stage of "Let me help you."

Few of us would question the need for helping the teen-ager, especially the teen-age girl, toward a better state of good nutrition. Many teen-age girls miss meals, eat breakfasts and snacks of poor quality, and take little responsibility for getting the variety of food they need for the nutrients required for growth and maintenance of body tissues. The national picture points up weaknesses in intake of calcium, ascorbic acid, and foods containing vitamin A or carotene. In addition, adolescent girls are increasingly found to be obese. These findings present a special challenge to educate the teen-ager in a way that he will improve his own nutritional state.

To maximize our potential to help the teen-ager improve his nutrition we must first understand him, what he is like, what makes him go, what are his goals, his values. Then we must base our approach on their needs and wants and finally we must involve them so that they can solve their own problems.

## Today's Teen-Ager

Today's teen-ager is trying to be a real person in the way he knows best. He is trying to reach the goal of being grown up, but this goal is not clearly defined by him or for him. But let us look at a few of the things which seem important to teen-agers and then relate them to food and nutrition.

1. Friends and Sociability. Like most of us he wants his peer group to accept him. The need to "belong" is never as strong as it is in the high school years. His own group is his own real world. This is true whether the group is a circle of friends or a club organized for a serious or social purpose. Youth associate with friends at social affairs where food and drink play an important part. Over and over again we hear that teen-agers consume a large number of the calories from snacks as they gather with their friends. Motivating a teen-age leader to choose for himself or encourage others to choose food wisely may influence others in his peer group.

Let me illustrate one way in which a 14-year-old girl who is a leader in her community has attempted to influence the teen-agers and others in her community to make better food choices.

In Iowa, a cooperative program known as Youth Power has provided opportunity and impetus for youth to develop food related areas of study and exploration on their own. Marilyn Turner, an eighth grade student in Allamakee County, Iowa participated in such a program. After her science class kept a four-day record of the food they had eaten, Marilyn and some of her friends compared the records to the four food group plan. They discovered that Marilyn's classmates rated poorly in the use of milk and fruits and vegetables.

This stimulated Marilyn's experiment with two white albino rats during which she observed differences in weight and appearance of the two which were fed different diets. One of the diets was considered adequate by our standards of the four food groups and the other fell short of milk, fruits, and vegetables. Her rats, Richard and Roger, traveled with her to teen-age groups, to elementary schools, and to adult groups as she told the nutrition story to over 1,000 people in her community. Since her travels with Roger and Richard, Marilyn has concentrated her efforts on improving the snacks of young people whenever she can. She was instrumental in encouraging the use of a milk punch at a school party where soft drinks and cake and cookies were almost traditional. At a concessions stand used at teen-age hops she found another challenge. Even though 13 kinds of soft drinks were sold there, a homemade fruit beverage which she introduced has gone over well and increased in popularity.

Marilyn writes the following about her experiences: "It is hard to know how many people I really convinced to improve their eating habits, except for my family. All seven of us are now more conscious of our diet. One little boy who had been one of the poorest eaters went back for seconds after my demonstration. I have noticed that many adults, the examples for youth, do not meet their food needs. It is surprising that even though most teenagers have been taught the basic food plan since third grade, they just don't bother to eat right." (Is this an indictment against our system of teaching nutrition?) Marilyn continues: "Through this experience, I have learned how the diet affects the actions and abilities of any group and how an improved diet could become an effective weapon against communism in under privileged countries. I learned how to conduct a scientific experiment. I also realize the importance of psychology in attempting to change the eating habits of people."

It has been through Marilyn Turner, a teen-age leader in her community, that others have become more aware of the importance of nutrition to health and appearance.

Teen-agers in their groups want fun. They find it wherever they can. They have little fun alone, so they think, so youth are receptive to formal and informal groups. Like a gang, these groups can be constructive, destructive, or neutral. The tone of the group is set by the kind of leadership and program followed. An example to illustrate making food fun, but at the same time acquiring more knowledge about it, comes from a pilot program in Rock Island County, Illinois. Perhaps many of you are already familiar with it. Because of its popularity, this project for youth has spread to the majority of other countries in Illinois. Emphasis in this program came out of suggestions from teen-agers on a planning committee to "Make it fun and different--don't preach to us--don't take away all the snacks we like." In the five-year program, materials were developed with the key thought that food is fun but the hidden objective was to motivate young people to improve food attitudes and habits. Group activities were emphasized. Guidelines which were particularly helpful with this approach to helping the teen-ager to improve his attitudes about food and to acquire more knowledge were:

--Be willing to reach beyond the conventional approach.

--Meet a basic educational need such as need for reaching teen-agers with nutrition information.

--Recognize youth's desire for group activity and the leadership of his peer group.

--Appeal to boys as well as girls.

--Provide well-defined subject matter for each meeting, but leave room for teen-age creativity.

2. Appearance. Youth want to know how to have an attractive appearance. To girls, it may be glossy hair, clear skin, a nice figure, and firm flesh. To boys, it may be a matter of being physically fit and to have the physical endurance and stamina which a good physique exemplifies. By convincing him that nutrition does contribute to appearance, it may be possible to motivate him to make better food choices for a better diet.

Iowa girls classified as overweight in an Iowa study were inclined to have poorer diets than others, to miss more meals, to enjoy foods less, and to value health less than others in selecting foods. It is possible that their poor eating habits may have been the result of trying to lose weight. These girls need information on good nutrition and the relationship of food intake and activity to weight loss.

As we plan programs to help appearance-conscious youth we need to consider how we might cooperate with other areas of home economics and disciplines to join forces to improve total personal appearance. The area of textiles and clothing has much to offer knowledge of figure proportions and its relationship to general appearance and clothing selection. Grooming, posture, and social etiquette all have a place in an educational effort to help youth attain his best possible appearance. We have the responsibility of contributing information to youth (boys and girls) about the effect of nutrition on personal appearance.

3. Vim, Vigor, Vitality, and Popularity. Close to physical fitness as a want comes vim, vigor, and vitality. All teen-agers want the pep and energy that is needed for the activities in which they want, and are expected, to participate. They may not relate lack of energy and general buoyant health, to which a good diet can contribute.

Teen-agers want to be popular within their own group and admire those within their peer group who are popular. Good health can contribute to popularity, for with good health they will be more likely to have the pep and energy, the sharp appearance, and the friendly attitudes towards others--the attributes which characterize the popular person. We can help them see the relationship of wise choice of food to good health.

An interesting finding in the Iowa study on the eating behavior of girls 12 - 14 years old was that when health was an important value among these girls, the girls missed fewer meals, tended to select better diets and to enjoy food more, and were less overweight. Since values direct behavior by providing a basis for making choices, perhaps convincing girls that health is an important value may underlie meaningful nutrition education.

## Reaching Teen-Agers with Nutrition Information (Knowledge)

Certainly there are many approaches to reaching teen-agers with nutrition information so that they will have the knowledge upon which to make their own decisions. It may combine a social and an educational activity. It can include various groups and individuals within the community. An example of a community effort comes from Brazoria County, Texas.

A Food and Nutrition Committee of a county program building committee had as it's goal to reach as many teen-agers as possible with nutrition information. Within the committee membership were representatives from the medical field, a health unit, the dietetics area, PTA, a home economics teacher, football players, 4-H members, and FHA members. The committee suggested a steering committee composed of outstanding teen-agers who represented each of the schools,and interested adults to plan a county-wide program on teen-age nutrition. At the steering committee meetings, factual information about teen-age nutrition was presented and discussions by the teen-agers helped to define what they wanted on the program, what could make a good program, how to interest other teen-agers in improving their eating habits, how to interest other teen-agers in attending, and teen-age food problems.

The planned program included presentations from both youth and adults. Information from the program was used on radio, television, and in newspapers. Teen-age nutrition programs were presented to other groups as well--PTA, young homemakers' groups, and sixth grade students.

As a follow-up, plans were made for other meetings on a smaller scale. I use this as an example because they used these five main guidelines for making programs meaningful and interesting:

1. There was an enthusiastic planning group. The programs started with people who could visualize the situation.

2. They obtained the support of community forces which had a vital role to play.

3. They involved teen-agers so that the programs became their programs--not one of adults. Teen-agers don't want to be preached to and good food habits won't come from it, either. One cannot force-feed either food or ideas on them. However, adult guidance and some limits set by adults are equally important. Young people not only need limits but they also want them. Nevertheless, it is important for us to let them assume some responsibilities and allow them self-direction as they grow toward adulthood.

4. In the programs they presented sound nutrition information. This information was used not only in the carry-out, but also in the planning.

5. Activities were based on the suggestions from youth. The program involved youth and adults.

Finally, the planners provided opportunity for continuity of the program. A single event has little impact unless it is part of a planned program.

## Helping Teen-Agers to Use Their Minds

Today's teen-ager, because of his formal education, is not content with merely knowing facts and figures. He is interested in knowing the "whys." They do not want to be "talked down" to, nor do many of them want the knowledge sugar-coated. Often the facts and concepts we try to teach require more than telling. Many times they learn from what they do and not necessarily from what they are told. As we provide opportunities for them to draw their own conclusions and make their own decisions with some guidance, we are helping them to develop their minds. The mind is not a storehouse to be filled with the abundance of food and nutrition information we have. The mind is, instead, an instrument to use in solving problems and in applying nutrition information to everyday living. It needs to be developed and used.

Perhaps this is one of the reasons we are currently concerned in emphasizing the science approach in our food and nutrition program in

4-H. The scientific approach encourages people to find out things for themselves, to ask questions, to observe results, to experiment, to make comparisons, to collect, to organize and record knowledge. A teen-ager who only learns how to prepare a meal, how to make jelly, or who learns the four food groups will be far behind the girl who knows and understands the whys behind the practices. An interest in the "whys" behind certain procedures can lead a young person through a never-ending series of chain reactions as Dr. Ercel Eppright illustrated so well in her talk to 4-H leaders in Iowa last year. She used this example of a girl who has produced a good loaf of bread for her family. With an inquiring mind this girl might ask:

1. What made the bread rise? $CO_2$ of course--from the growth of yeast in the bread dough.

2. How else could it be generated and incorporated in foods?

   It can be generated by soda in sour milk.

   It can be generated by baking powder when baking powder is combined with liquid; the reaction is accelerated by heat.

   It can be generated by combining soda with molasses.

   It can be incorporated into substances and held under pressure by capping or bottling in air-tight containers such as carbonated beverages.

   Its presence can be demonstrated by placing the material containing the carbon dioxide in a container and covering tightly with a balloon which expands as more carbon dioxide is formed.

The girl with an inquiring mind can discover even more about carbon dioxide--in solidified form it becomes dry ice. It has properties of extinguishing fire. Its presence can also be shown by collecting it in lime water. The discovery of this principle has made possible the present-day submarine and other devices. A girl who is stimulated to know more about carbon dioxide which made her loaf of bread rise can learn that:

> It must be removed from a closed system if life is to be supported.
>
> It is utilized by plants, so through nature, plants and animals cooperate in the conservation of carbon and oxygen; man uses oxygen and gives off carbon dioxide; plants use carbon dioxide and give off oxygen. This relationship may be basic

in getting a man to the moon or helping him exist during long journeys into space.

All of this a girl could learn with an open inquiring mind as she is curious about her loaf of bread and what made it rise. An open mind with a systematic way of solving problems and making decisions are all part of the scientific way of thinking.

By emphasizing the science approach it is hoped that the 4-H member will learn:

--To be curious, to explore and understand why things happen as they do; to develop active inquiring minds.

--To appreciate the value of research and its endless potential for discovery of new and more accurate knowledge.

--To think objectively, systematically, and imaginatively in dealing with life.

Even though it takes longer to develop a scientific approach than it does to teach the "hows," it will help to develop an open state of mind which is so important in adjusting to the changes the teen-ager faces in his food habits. As the teen-ager passes from one stage of the life cycle to the next his nutrition needs may be different and an open state of mind may make it easier for him to adjust to the changes which are needed. And perhaps as he matures and becomes more mobile in his world--moving from city to city, state to state, region to region, country to country, and even earth to space, he will need to make further adjustments in his attitudes toward new food patterns.

The scientific approach to solving problems (or the decision-making process) means recognizing and defining the problem, gathering facts and making an analysis, considering alternatives, making choices, accepting responsibility for the choice, and evaluating the outcome. Certainly there are many opportunities to use the scientific approach to problem solving for teen-agers; there are problems of selecting food for weight control, problems of selecting food in a social situation with his own peer group, problems of establishing better food habits, problems of distinguishing food facts from fallacies.

Many 4-H programs in food and nutrition have been upgraded through emphasis of the science approach. It is interesting to see this trend in the materials which have been prepared for use in 4-H food and nutrition projects. In addition it has been gratifying to see some of the materials which have been developed in the commercial field with science emphasis.

## Effectiveness of Methods Used

Educators have tried much in the area of teen-age nutrition education but unfortunately we have had little evidence to support the effectiveness of our teaching. We ourselves have not followed through to see whether the methods we have used have actually improved food choices of youth, even for a short period of time.

As we attempt to motivate the teen-ager to change his eating practices we cannot help but realize the complexity of the many cultural, economical, psychological, and sociological factors involved. For example, poor psychological adjustment adversely affects all behavior including eating behavior. All facets of the development of the teen-ager need to be considered in her nutrition education. A program of nutrition education involves not only teaching proper nutrition, but maintaining a high level of motivation as well.

As we continue to work with our problem of educating the teen-ager, this statement might give us some guidelines: "There are two ways of meeting difficulties; you alter the difficulties or you alter yourself to meet them." Perhaps we need to do some of both.

# MEETING EARLY MARRIAGE PROBLEMS OF PURCHASING EQUIPMENT: LAUNDRY EQUIPMENT

Ruth Krustev
Home Service Director
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Projection and role playing, which capture the teen-age capacity for imagination and desire to become adults, are more readily adaptable to home economics classes than to any other subject-matter area. We (by comparison) may find it considerably harder to "walk 10 miles in a teen-ager's shoes." The stamp of environment on the mature mind, experience exchanged for aspirations for near future, dims our view as we attempt to project backward:

Youth between 14 and 18...

...have never heard of depression.

...are wise, hip, skeptical.

...have been deluged by advertising since they were three.

...were bred to a new wisdom at television's knee.

...know what they want and want it now!

...can spot a phony fast.

...want to be talked up to.

...must have an answer to why.

...are aware of the world and want to become involved in it.

...have a short-range view.

Economists focus on teen-agers between 1965 and 1975 as follows:

40% of high school graduates will enter college (Executives' Digest)

28% of the population will have a college education by 1975

More girls marry at 18 than at any other age

50% of all first brides are under 18

On the average, the first baby is born 12.1 months after marriage

By 1975, 88% of the babies will be born to mothers between 15 and 29

Currently, 26 is the average age of mothers when their last child is born

The entire available labor force is projected to increase 28% between 1960 and 1975

People under 25 will make up 1/4 of the available labor force

High school graduate one-time fathers at beginners' pay feather the nest with from $3500 to $4400; college graduates, $5,204 to $6300

Based on current trends, beginning pay rates should increase 1½ to 2% annually

This profile of the home economics student indicates her immediate future at 18 may look like this:

20% college-bound

50% brides and mothers

30% career girls

10% employed homemakers with pre-school children ("Floating group," may be from any of the above three groups.)

Before we change back to our comfortable "broken-in" shoes and remove the rose-colored glasses, let's explore laundering.

## Building a Teaching Unit on Clothing Care

The inherent interest of all young women in fashion, fabrics, and personal appearance can spark a unit on clothing care just as planning the dream home leads into a realistic look at home furnishings. Such a unit has three very important implications:

1. With revolutionary developments in the fabric industry, care is becoming an increasingly important part in wardrobe selection.

2. Care of clothes dictates obvious functional features needed on laundry equipment. In other words, how do you know what features to buy if you don't know how to care for clothes.

3. Clothing care is second only to food preparation in consumption of homemaker time at household chores.

A basic outline for a unit on clothing care might be laundering procedures. All washable fabrics can be laundered by the right choice of procedures. Dirty clothes aren't just dirty clothes any more, they're many different fabrics all with certain behavior patterns.

Let's highlight certain points about three procedures for laundering various types of clothes. A procedure entitled Wash and Wear could be used for all wrinkle ressistant garments--those which have a special finish to resist wrinkling (cotton and rayon) and those which are naturally wrinkle resistant (all synthetics developed to date with the exception of rayon).

Some points of emphasis:

In studying finishes for cottons, resins are becoming more and more important.

Permanent Press and the Alamac finish for stabilizing size and shape of cotton knits are a remarkable consumer-benefit breakthrough of the last year.

The Wash and Wear procedure offers a meaningful reason for studying the generic breakdown of synthetic fibers: triacetates, polyesters, nylon, acrylics, stretch (all three types). Natural characteristics of each group tied in with behavior tendencies to be considered when laundered should be learned together. Appreciation of and full use of new fabric developments are extremely important in wardrobe planning.

Fabric softener so important to satisfactory washing results for this type garment must be added to the final rinse--a reason for evaluating the dispenser on automatic washers.

Warmer water temperature, to be avoided when laundering synthetics because they are thermoplastic, loses its wrinkle-setting tendencies if a dryer with a Wash and Wear setting is used for drying the garments. The dryer relaxes wrinkles set during washing. Cooler water temperatures are still important for maximum color retention of some of these fibers in deep and dark colors.

The Delicate procedure for automatic "hand washing" of garments so labeled (lingerie and foundation garments) illustrates the importance of selecting a two-speed washer to adequately handle the entire laundry.

The White Cottons and Linens procedure applies to household linens, underwear, and the more heavily soiled clothes.

Some points of emphasis:

Visible contrasts in results in identical garments is an effective method of pointing to certain typical malpractices --overloading, exhausted hot water supply, failure to interpret detergent package recommendations for local water hardness.

Within the past two years there has been a trend toward adding pre-wash and/or soak cycles to washers to minimize the need for pretreating and to launder the more heavily soiled items in the laundry such as dish cloths and towels, handkerchiefs, work clothes, cleaning cloths.

A graph can show soil removed (1) in the regular cycle; (2) in the same cycle interrupted with a short soak; (3) a separate soak preceding the wash cycle with separate suds for both the soak and wash; and (4) a pre-wash in suds followed by a clean suds for soak and wash.

Bleach, an especially important laundering aid in handling the heavily soiled items and white cottons and linens, is more effective in the same water with the detergent.

The liquid chlorine bleaches are the least expensive form to use and most popular.

Failure to dilute this form of bleach in at least four parts of water before adding to the wash water causes as much destruction and dollar losses to households annually as any single example of poor management practice. Bleach dispensers are found on certain models.

## Acquiring Laundry Appliances

With a deeper appreciation for wearing apparel and the decorative household linens so appealing and colorful, the subject of acquiring laundry appliances has much more importance.

1. For 50 per cent of the 18-year-old girls who are married and have the first child soon afterward, purchasing a washer and dryer immediately has great merit.

2. Clothing care is second in importance to food preparation; therefore, the 10-year investment in new laundry equipment deserves much more prominence than it usually receives.

3. Even though this looks like a great outlay of money, it may be easier to acquire laundry equipment in the beginning than after the family begins to arrive. Doctor bills, baby furniture and layettes, increased food budget, more spacious housing takes its toll on family resources.

4. Since taste in furnishings, tableware, and home decorating change rapidly during the first years of homemaking, heavier investments in appliances during the first years of marriage may be a wiser choice in the long run.

5. If new equipment is selected, it will have a life expectancy of 10 years seeing the homemaker entirely through diapers and the accumulation of two to three additional family-member wardrobes.

6. New laundry equipment (both a washer and dryer) can be purchased for about $425,or $8 per week over a two year period. Add to that $1 per week for installment buying at 12 per cent interest rates.

7. With the continuing rapid population growth projected over the next few years and the continuing concentration of population in metropolitan areas, space for clothesline drying is becoming a thing of the past, rapidly!

8. Just as a household requires both a range and refrigerator for adequate food handling, a washer and dryer are essential to good clothing care and the efficient functioning of any household with youngsters.

9. Apartments which provide laundry facilities for tenants afford the newly married couples an opportunity to accumulate money and become cash customers.

10. It costs half as much to do the laundry in home-owned equipment as it does in coin-operated equipment with cost of equipment added in. (See chart on Comparing the Cost of Owning Laundry Equipment and Using Coin-Operated Equipment.)

These limitations for use of coin-operated equipment should also be considered:

1. Can only accurately launder one half of the family's possessions--cottons and linens (white and light colors), work and casual clothes.
    a. Commercial dryers aren't the right temperature for synthetic wash and wear lingerie.
2. Transportation is essential and costs family 7¢ per mile per visit.
3. Larger supply of household linens and clothes essential because of time away from home and transportation requirements.
4. For this age group rearing families, getting out of the home to do the laundry presents many problems.

Wringer washers are every bit as efficient as automatics if properly used. However, because of youths' attitudes today, don't try to sell the young homemaker a wringer or semi-automatic. Unless she's unusual, she'll regret the purchase for the next 10 years.

## Can the Budget Afford It?

Can the budget of a beginning family really afford laundry equipment? This depends on a good many factors:

1. Will they be one of the families with two incomes; if so, for how long?
2. Can they deviate from the average and delay childbirth until the home provides some of the essentials?
3. Will they begin married life with a cash savings?
4. Will they have acquired certain majors before marriage such as transportation, major appliances, furniture?
5. What will their anticipated income be?
6. How much can they budget or save for the four major appliances needed--range, refrigerator, washer, and dryer?

7. Will any of these majors be furnished in the apartment or house they'd live in?

8. To arrive at a safe annual budget for appliance purchases, allow 7½ per cent of take-home pay. If installment buying, allow two years to pay and add 12 per cent interest charge to cost of appliances.

The following chart gives average beginning salaries for men. Left-hand column shows gross pay, right-hand column shows take-home pay per month for a family of three.

AVERAGE BEGINNING SALARIES FOR MEN

| Type of Work Source | Avg. Rate Gross | FICA 3 3/5% | Income Tax* | Take-Home |
|---|---|---|---|---|
| 1. Office - Administrative | $ 82 wk.<br>355 mo. | $12.78 | $44.24 | $297.98 |
| (American Management Society Salary Survey 1964-65) | | | | |
| 2. Factory Employment | $ 2.59 hr.<br>103.60 wk.<br>448.93 mo. | 16.16 | 57.39 | 375.38 |
| (U.S. Department of Labor, Bureau of Labor Statistics, Average Factory Pay, February, 1965) | | | | |
| 3. Beginning Graduate | | | | |
| Non-Technical | | | | |
| Sales | $530 mo. | 19.08 | 68.74 | 442.18 |
| Accounting | 550 mo. | 19.80 | 77.00 | 553.20 |
| Technical | | | | |
| Engineering | 630 mo. | 22.68 | 82.74 | 524.58 |
| (College Placement Council, Salary Survey, March, 1965) | | | | |

*Federal Income Tax Withholding for family of 3.

Expenditure distribution of income as indicated by the 1965 Graphic Guide to Consumer Markets prepared by the National Industrial Conference Board, sponsored by Life is as follows:

| | |
|---|---|
| Food, beverage, tobacco | 27% |
| *Housing and equipment | 30% |
| Apparel | 13% |
| Medical, personal | 8% |
| Transportation | 21% |
| Other | 8% |

* The Graphic Guide shows a 7½% equipment budget leaving 22½% for housing.

## Making a Wise Choice

Acquiring new appliances is an exciting event, one that makes every woman feel important and sets her sights on a better standard of living. But there must be certainty in her mind that she has made a wise choice.

The following list, with questions to be answered by the purchaser, should guide her in making a wise choice:

1. Select a reputable dealer in your community--deal with an organization which you can trust.
2. Select the model which meets your laundering needs.
    a. Is your laundry chiefly cottons and linens?
    b. Do you regularly launder specialty items such as woolens, wash and wear garments, or items of delicate construction?
    c. Where will your laundry equipment be located?
    d. Is gas or electricity the most economical fuel for a dryer in your community?
    e. Is available space for laundry equipment in your home limited?

3. Evaluate models in terms of your laundering needs, not price alone.

    a. Budget-priced washers and dryers perform basic laundering functions well; they usually do not offer extra convenience features nor deluxe styling; they seldom provide special cycles.

    b. Medium-priced washers and dryers offer more convenience features, usually provide a choice of laundering cycles for specialty items and often offer more handsome styling.

    c. Top-of-the-line models of washers and dryers offer every feature provided by the manufacturer, often including automated control systems of "programmed" cycles.

    d. Combination washer-dryers solve the space problem, usually offer the same features as top-of-the-line washers and dryers, and are usually lower in price than a washer and dryer pair.

4. Ask for a demonstration before making a final selection.

    a. Be sure you understand how the appliance is operated.

    b. Make certain the model you select will handle all the laundry needs of your family.

    c. Thoroughly understand any special requirements for the care and use of the model you choose.

    d. Check on installation requirements.

    e. There are many differences among brands and models, make sure you get an appliance that satisfies you.

5. Determine the quality and serviceability of the model you are interested in before making the purchase.

    a. Talk with friends and neighbors who have similar models--evaluate their experience.

    b. Ask about availability of parts--can you repair the model you choose until it is 10 years old or older?

c. Look at the used appliances for sale in your community--these will give you a clue regarding the length of life of individual brands as well as an indication of future trade-in value.

d. Does the manufacturer change models frequently--will your purchase become obsolete within just a few months?

6. Before finally making the purchase, be sure you understand all the conditions of sale.

a. Does the quoted price include delivery? Installation? Warranty service?

b. Will the dealer provide service through his own organization? Through an outside servicing organization? Or do you have to arrange for your own service as needed?

c. If making a time purchase, what are the interest or carrying charges? What happens if circumstances beyond your control force you to delay making a regular payment?

The charts that follow should help the young buyer to evaluate her choices:

## COMPARING THE COST OF OWNING LAUNDRY EQUIPMENT AND USING COIN-OPERATED EQUIPMENT

| | Washer | | Coin-Op Washer | | Dryer | | Coin-Op Dryer | |
|---|---|---|---|---|---|---|---|---|
| | Average Cost | Your Cost | Average Cost | Your Cost | Average Cost | Your Cost | Average Cost | Your Cost |
| Average cost of washer | $250. | | | | $200. | | | |
| Anticipated Life | 10 yrs. | | | | 10 yrs. | | | |
| Average total service and repair | $ 26-$36 | | | | $ 15. | | | |
| Estimated average loads washed and dried per week in 10 years | 10 loads | | | | 10 loads | | | |
| Average cost per load | | | $ .20 | | | | $ .10 | |
| Equipment investment | $ .045 | | | | $ .04 | | | |
| Service | .007 | | | | $ .003 | | | |
| Utilities | | | | | | | | |
| Water ) Varies by area. Add | | | | | | | | |
| Electricity) 5¢ per load as average | $ .05 | | | | $ .01-.05<br>(Gas and/or electric) | | | |
| Total operating cost per load | $ .103 | | $ .20 | | | | $ .10 | |

Transportation: Allow 7¢ per mile. $\frac{\text{Miles x 7¢}}{\text{no. of loads}}$ = Cost of transportation per load

$\frac{\text{Appliance cost}}{\text{no. loads per week}}$ x 52 x no. of years anticipated life = Cost per wash load

$\frac{\text{Service costs}}{\text{no. loads per week}}$ x 52 x no. of years anticipated life = Cost of service per load

## FEATURES AVAILABLE AT VARIOUS PRICE RANGES

Key: ——> indicates standard features available
<-- indicates features sometimes available

### AUTOMATIC DRYERS

Low End — Middle-of-the-Line — Deluxe Models

Drying Principle ——————————————————>
Three Heat Settings ——————————————————>
Safety Door ——————————————————>
100% Safety Shut-Off ——————————————————>
<-------------- Start Switch ——————————>
<-------------- Porcelain Top ——————————>
Automatic Dry Control ——————————>
<-------------- Interior Light
<-------------- Damp Dry Setting
Panel Light
Automatic Sprinkler
Air Freshener
Color Available

### AUTOMATIC WASHERS

Low End — Middle-of-the-Line — Deluxe Models

Washing Principle ——————————————————>
Three Wash Water Temperatures ——————————————————>
Lint Filter ——————————————————>
Porcelain Top ——————————————————>
Safety Lid ——————————————————>
Two Operating Speeds ——————————————————>
<-------------- Metered Fill ——————————>
<-------------- Automatic Water Level Control ——————————>
<-------------- Soak Cycle ——————————>
Fabric Softener Dispenser ——————————>
Panel Light ——————————>
<-------------- Bleach Dispenser
<-------------- Pre-Wash Cycle
<-------------- Separate Rinse Temperature Control
<-------------- Separate Speed Control
Thermostatic Water Valve
Tub Light
Color Available
Programmed Cycles

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# MEETING EARLY MARRIAGE PROBLEMS
# OF PURCHASING EQUIPMENT:
# MAJOR KITCHEN EQUIPMENT

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The typical high school senior is more intelligent, more experienced, and better informed about running a home and family than her counterpart in any preceding generation. Teachers have contributed greatly to this fact, indeed they have aided this revolution from all the established norms that we see in the teen-ager today. This is great, but it hurries an old gal like me to keep abreast of their thinking and it takes a fast trot just to keep one stride ahead of their challenges.

Intelligent as teen-agers are, their very young years necessitate subtle guidance to develop their unbridled eagerness into mature judgments. As the Chancellor of Women's Education, University of Pittsburgh, recently pointed out "The average young woman marries at 19 and has her last baby at 26 years."

Taking this into account, the young woman needs to consider her dollar expenditure in durable goods very carefully. She should buy the very best she can afford. For instance major kitchen appliances with a life expectancy of 10 years must initially fill the needs of a working couple but still be adequate for a family of five with the oldest child eight years of age before replacement of equipment.

Let us delve more deeply into major kitchen appliances, evaluate existing equipment, and look at possible trends. Let us establish a few basic rules which apply to all appliances before we discuss individual selections.

Money should be the starting point. Money is a five-letter word which, according to Mr. Webster, is a medium of exchange. This includes cash on hand but more importantly it includes one's ability to pay based on income (better known as credit). Credit buying has become a way of life with Americans and most important to young marrieds.

Other important factors are:

*Permanency of residence* a house or apartment, rental or ownership. Is the husband employed in a company in which transfers to other areas are frequent, or is his position permanent in the area? This factor would influence the purchase of built-in appliances or free-standing ones. Will the couple rent or own a home? Home ownership permits built-in equipment to be financed with the house, again extending credit.

*Size*, not of appliance but of the young woman, is also most important. Is she tall or short? If she is short, eye-level ranges or wall-hung refrigerators are out unless she plans to spend the next 10 years on a step stool. How many children do they plan? Urban or suburban living? Do they eat out often or are all meals at home? How often do they entertain?

To establish a home, two major appliances are a must. One to store perishable food, a refrigerator; and one to cook the food, a range.

### Refrigerators

According to the Consumer Bulletin Annual 1964-65, the average expenditure for a refrigerator is $320. The refrigerator, the most often used appliance in the home, plays a dual role--that of fresh and frozen food storage. With the changes in our eating habits and with the never-ending new frozen prepared products available, the freezer section increases in its importance and size.

Home economists consider these the basic requirements for a two-door model refrigerator (which 3 out of 4 buyers purchase):

| | |
|---|---|
| Should provide in the fresh food section | 8 cu. ft. for a family of two<br>1 cu. ft. for each additional person |
| Should provide in the freezer section | 2 cu. ft. for a family of two<br>1 cu. ft. for each additional person |

Example: A family of four would need 10 cu. ft. in fresh food storage and 4 cu. ft. in freezer space.

General Electric feels these are minimum requirements, with 2 to 4 cu. ft. added to the total for entertainment needs. Today, the average size refrigerator purchased is 14 cu. ft. and the trend is upward. *Consumer Reports*, December 1964, claims the average is 14.6 cu. ft. with 28 per cent freezer space to 72 per cent refrigerator space.

What other features should be considered?

Buy from a reputable and reliable company who will honor the service warranty. Electric refrigerators carry a five-year warranty. They can be on the floor or wall-hung. Where should the freezer section be? Located on top, bottom, or side, or a pull-out drawer? Check to be certain it's a zero degree freezer, this permits longer storage. The fresh food section is used more than 10 times as much as the freezer so this influences the location. A short girl finds the refrigerator on the bottom convenient, a tall girl, just the opposite. A freezer that rolls out makes food more readily accessible but does reduce storage area.

Pull-out shelves or swing-out shelves are convenient and help greatly to control food traffic in the fresh food area. Solid shelves under beverages aids greatly in clean-up. Door storage is again an important consideration for the small, often-used items. Be sure to check the door hinges to be certain they will carry a fully loaded door without sag.

Frost-free refrigerator-freezers are of utmost importance. There is no more irritating, frustrating, miserable chore in the world than defrosting a refrigerator. Today this is completely automatic, frost never forms in either chamber. Cost of operation is somewhat increased but the cost is offset by the convenience.

Automatic ice-makers are a joy whether for occasional ice cubes or several pounds for a party. Again, realize the automatic icemaker occupies more space than the manual refillable trays, but in our busy lives, this is a small factor. Maintenance cost of the automatic equipment is another consideration.

As you must gather, the emphasis is on convenience, but I hasten to add that each dollar today buys much more efficient convenient refrigeration than was possible 20 years ago.

Freezers

Families larger than six people or families in our rural or suburban areas should consider separate freezers instead of the combination refrigerator-freezer.

The size of the freezer is the first consideration. Again, to receive maximum return on the investment and maximum efficiency, it is advisable to keep the freezer at least two-thirds full at all times. With good traffic control foods are not stored beyond the recommended time. Using the rule of thumb of 4 cu. ft. as a minimum and 2 cu. ft. for each person with a plus storage for emergencies, you can quickly arrive at the desirable size. A family of four needs a 12 cu. ft. freezer.

Horizontal or upright becomes the next consideration. More usable space is available in a horizontal than in an upright freezer but traffic in the horizontal freezer is more difficult to control. Floor space again must be considered, the upright using less space than the horizontal. Frost free, sub-zero temperature is a must.

Ranges

Consumer Bulletin Annual reports the average expenditure for a range is $318, a goodly sum that has no doubt been influenced by the new eye-level range. The range has undergone major changes in the past two years, all spelling greater convenience to the user.

For discussion's sake, the new features can serve as a starting point. The surface of the range is even today used for more than 80 per cent of the food preparation, so should be evaluated carefully. Controllability, dependability, and flexibility of the heats to meet all cooking needs from the delicate fondue to the crisp griddle cakes must be considered. A heat such as gas flame that tailors to all size pans and pan material is a great help.

Generally, all ranges are available with the thermostatically controlled burner. This gives absolute control of the heat that flows into the pan. Because each food cooks best at a certain temperature, this burner makes such a selection possible. With the control, the need for special appliances to do special cooking tasks (such as deep fryers, griddles, fry pans) is eliminated, thereby extending the budget.

What about ease of cleaning, general cleaning as well as the spillover? Are the drip bowls easily removed and replaced, free of sharp edges? A lift-up or removable range top aids greatly in cleaning.

Is the range counter height or terrace top? Many are now available with tops several inches lower than counter top. For the young woman of average height this is a comfortable position for any supervised cooking procedures. Valve handles or switches should be positioned on the back panel or on top of the range for easy reach, better visibility. Some resistance should be built into the switches or valves to prevent accidentally turning them on.

Range tops are available with a variety of arrangements. With burners in a line, staggered, or clustered, each has its advantages. The determining factor should be size of cooking utensil, height of the woman, and available counter space in the remainder of the kitchen. All are available with the no-drip top, a small edge around a range top to prevent spilled foods from running down the side, the front, or between cabinets.

Let's now move to the oven. Size should be carefully considered. The actual cost of preheating and maintaining temperature in the larger ovens is negligible compared to the desirability of having the additional capacity for the cookie and cake-baking sessions.

A glass door has many advantages, allowing the curious cook to observe progress without opening the door and permitting escape of heat. Doneness can be checked on cakes and souffles without opening the door, thus preventing a draft of air at a critical time during the baking process. All ovens today are thermostatically controlled and provide good baking results if used properly. Choice of oven interior finish is again personal preference. Whether chrome or porcelain, each pose the same cleaning problems.

Cleaning an oven is not an easy or pleasant task, though today many aids have been made available. Removable oven doors and oven bottoms, removable Teflon-coated oven liners and rack glides are easily carried to the sink for cleaning. Disposable liners that are replaced at a very nominal cost, the oven that rolls out, or the electric self-cleaning oven are available at additional cost on several ranges. Of course, the least expensive method of keeping an oven clean is to clean it often.

The automatic meat probe eliminates the guesswork from meat cookery and is well worth the additional cost if the family likes rare meat. This meat probe, coupled with the cook-and-hold control frees the homemaker from last minute worry and preparation. The meat roasts to predetermined doneness and then is held at serving temperature until guests arrive or the family assembles. Automatic oven controls are available from the simple cook-and-hold to the delayed-start cook-and-hold, all simplified to encourage their use. Again the homemaker should check her living habits carefully before choosing for each has its limitations.

Standard on all ranges will be time-of-day clocks, interval timers, and panel and oven lights.

Barbecuing has become popular indoors and outdoors and rotisseries are available in either ovens or broilers of modern ranges. It is a healthful and unusual method of cooking and the results are a delight to the palate. Many young families use the rotisserie several times a week. When rotissing a thermostat on the broiler chamber is desirable to insure lower temperatures during the barbecuing process. Broiler rotisseries in the presence of the open flame give the same flavor as outdoor charcoal. Broilers are now available with the added infra-red heat which reduces broiling by one-third the normal time. Also available is a fast broil which can cook meat on both sides at one time. Because of availability of better meats and calorie counting, broiling for meat cookery is used more frequently. Closed-door smokeless broiling make it also a more desirable and clean cooking method.

Now to design--the built-in, free standing, and eye level ovens. The built-in oven permits you to split the cooking areas, but requires more counter space and a larger kitchen. It is not moveable. A very desirable range, it can be installed to meet the prerequisites of the homemaker (height of oven, areas for cooking), but is the most expensive and is a permanent installation.

The eye-level oven is still the glamor girl. It has eye appeal and fills the needs for two ovens in a limited space but should be chosen carefully. Capacity of the second oven should be adequate or the additional cost is not warranted. Remember that a second oven seldom used makes inefficient and expensive storage space. Check clearance for cooking utensils between a top oven and the surface of the range. This is a moveable piece, but has a built-in appearance. It is in the medium price range.

The free standing oven is available in 21-,30-,36-,and 40-inch widths and is readily moveable. Here the selection is unending because each model is available with as few or as many features as you may care to name: single oven, double oven, high broiler in oven, separate broiler chamber completely automatic with all features, griddle, meat probe, cook-and-keep, automatic top burner. Many have a built-in appearance.

All ranges regardless of design are available in color, brushed chrome, or white. As with the refrigerator, reliability of manufacturer, availability of service, cost of replacement parts are important. For instance, a gas burner is guaranteed for life. Basic construction should be sturdy, one piece, Porcelain sides will withstand more abuse and heat than Bonderized enamel but if the side is not exposed this is of little concern.

To look quickly to the trends, electronic ovens are again with us. One manufacturer has combined the electronic oven with a conventional range and oven, the electronic for the hurry-quick-food preparation and the conventional for the day-to-day traditional methods.

Dishwashers

Should a dishwasher be portable or built-in? Some portables today can be converted to built-in at a later date. Top loading or front loading? Front loading is more convenient, but let's face it, any dishwasher is convenient and a timesaver. Capacity to hold an adequate load and wash it thoroughly is a must. A rinse additive to insure spot-free glasses and silver is also available. Temperatures adequate to sanitize dishes without extending the cycle are especially important if consecutive loads are to be done.

Food Waste Disposers

The mechanical disposer located in the sink is a continuous feed or "lock top" variety, activated only when the top is secured. Capacity and quiet operation are considerations. Mechanical disposers take care of only part of the refuse, for paper and non-food refuse must still be eliminated. Incineration eliminates all food and refuse problems, odorlessly and economically.

Unfortunately, there is no magic formula to offer that will be foolproof for everyone in the selection of appliances. Choosing appliances to insure maximum enjoyment and return on the investment involves many decisions. To the young buyer I would say that the quickest method for reaching a decision is by a review of how much you are able to spend. Next list the appliances you must have. Make a check list of the features you would like to have and will need in the future. Make another list with the "must" features. Shop carefully to be certain you are obtaining the best value for dollar expenditure, never compromising with the basic needs. At the same time, don't substitute a foolish whim such as special color or panel light for a timesaving practical feature. You may be surprised to find that the "must" and "would like to have" lists are merely a few dollars apart.

# THE TEEN-AGE MARKET--I

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Since 1950 the teen-age population has been growing at more than twice the rate of the remaining United States population. This growth is expected to continue over the next five years. In 1965 there will be an estimated 24,710,000 teen-agers in the United States and by 1970 there is expected to be a 10.9 per cent increase to 27,410,000.

The distribution of the teen-age population by sex does not seem to be disproportionate. Males make up 51 per cent of the population and females the other 49 per cent. This basic pattern has prevailed since 1950 and should continue for the next few years.

The 13- to 14-year-olds or about 32.4 per cent of the total 24 million are mostly junior high school students with a few in senior high school. The 15-to 18-year-olds make up 54.4 per cent of the 24 million. In this group, 80 per cent are in senior high and 20 per cent in college or the work force. The remaining 13.2 per cent are the 19-year-olds. Of these, 70 per cent are in the work force and 30 per cent are in college.

## Spending Habits

The teen-ager as a group is many things to many people. The younger teen-ager represents a different consumer potential than his older counterpart. The teen-age customer may be an 18-year-old bride, a 19-year-old mother, or a 14-year-old child. The latter may be proud to be called a teen-ager, but the other two would rather be dead.

The 13- to 14-year-old buys low-cost convenience items. He influences some family purchases, but usually relies on the parent's judgment in purchasing merchandise costing more than $15. The 15 to 19 age group buys both low- and high-cost items. It is included in more buying decisions made by the family for major purchases. This group is a better potential for an advertiser who wants to make a lasting impression.

The teen-agers are moving through the stage of life where brand loyalties and buying habits are being formed. In short, they are most receptive to ideas. The media through which the teen-ager may be reached changes as he matures. The 13- to 14-year-old watches more television, thus can be reached by advertising in this media. Radio and newspaper rank second and third. The 18- to 19-year-old reads newspapers more often, thus is more influenced by ads in this media than in any other. Radio and television are second and third, respectively.

## Market Potential

Teen-agers contribute to family spending in three ways: (1) They have considerable monies to spend by themselves. This they spend on themselves and on others. (2) Parents spend money on their teen-agers' maintenance. (3) The teen-ager has considerable influence on other household purchases.

In 1964 teen-agers spent approximately $12 billion and during 1965 spending should increase to $14 billion. This is just out-of-pocket money and does not include monies spent on teen-agers by others.

Many boys and girls in their midteens now have a greater expendable income than their parents after such things as food and shelter are deducted from the family's income. Teen-agers not only spend for their own needs, but they buy gifts for others.

They spend $4 billion each year on clothing and accessories. This discretionary spending power is easily influenced by fashion and fad alike. Teen-age girls account for 22 per cent of women's cosmetics sales. One survey showed that in a recent year the Helene Curtis Industries reported that teen-agers accounted for 15 per cent of the company's gross sales of beauty products and grooming aids.

The teen-ager is usually responsible for the number of "seconds" in the home -- the second television set, second car, second telephone, etc. He often has a lot to say about the renovation of household furnishings, feeling these should be tailored to his social patterns.

The teen-ager possesses all the attributes to justify the seller's efforts. He has desires, money, and a willingness to spend his money for his desires. He is prone to fads and crazes, but he is brand conscious. He is tomorrow's adult consumer. At this stage he is acquiring attitudes, values, and goals, and will carry them into his adult life. He usually is a brand-loyal customer, although many believe that not all merchants are fair.

The female segment of the teen-age population is of particular delight to the retailer. Her fashion awareness makes itself felt at an early age and her loyalty to her own group trends can be counted on.

Fashion enters her life at about age 14 and two years later she is buying nearly all her own clothes. She is an innovator, quick to try anything new.

There are two places where the teen-ager learns values: family and friendship groups. Teen-agers become very sensitive to each other's approval or disapproval. They want approval of their own group even to the disapproval of their parents.

You might ask where the teen-ager gets all his money. One source of his income is an allowance, another is earnings, and a third is "academic payola." Allowances range from $3 to $4 per week for girls and $5 to $6 for boys. A surprising number of teen-agers hold part-time jobs -- 35 per cent of the boys and 22 per cent of the girls. About 50 per cent of the boys and 30 per cent of the girls have summer jobs. Many parents pay students for obtaining good grades in school. This "payola" may be as much as $25 or even a vacation in Florida between semesters.

## Credit

Teen-agers hope to be "spenders." One major source of purchasing power they hope to use is credit.

A recent study covering 12,000 city and rural children revealed that 4 of every 10 high school boys and 2 of every 10 girls have charge accounts in their own names. Of the 12th graders in the survey, approximately 1/3 had their own charge accounts. As recently as 15 years ago, fewer than one in 1,000 youngsters had his own charge account.

It is not unusual to find 11- and 12-year-old girls shopping in department stores after school for blouses, skirts, etc. Many say "charge it." The stores report that there are few "deadbeats." Some teen-agers suggest caution in using credit as they do not believe in overextending themselves.

As a rule the teen-ager does not want to do budgeted shopping. He wants an abundance of goods immediately without waiting for a later time for any major acquisitions. Some surveys indicate that teen-agers expect to purchase immediately, for their projected family units, the luxury items it took their parents years to accumulate.

The home economics class is a good meeting place for home economists and the teen-ager. We should not talk down to him, but talk with him. We can have a great influence on him and his buying habits. He can be trained to be a good consumer or a bad one.

In summary, the teen-ager really fulfills three important roles (1) as a consumer-buyer with approximately $13 billion to spend annually; (2) as a consumer and family influence at present; and (3) as a future adult consumer-buyer. Attitudes and values formed now will have considerable influence on the teen-ager's adult life.

## THE TEEN-AGE MARKET--I (Continued)

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> Look to the TEEN MAN MARKET for your most dynamic, most exciting, most challenging new frontier for volume expansion. The TEEN MAN MARKET, already a significant portion of total men's and boys' wear business, is scheduled to double in size by 1980. In fact, by 1970, nearly half the entire male population will be under 20 years of age. No longer a boy, not yet a man, the TEEN MAN has his own special approach to fashion. He wants no part of the "little boys' world," and more and more stores are finding him not fully compatible with the "authentic world" of the Young Man Market, the "Ivy" or "Traditional" shop.

This paragraph ran in *Men's Wear Magazine* issue of July 14th, 1961. It summed up the results of months of market and general research.

The point of this and a continuing *Men's Wear Magazine* coverage of the Teen Man Market, its merchandise and its fashion thinking, is that we now have a new and distinctly different category of men's and boys' wear. Today's Teen Man bears little relationship to the old "Student" category of older boys, and if any of you are parents of male teen-agers, you will agree that they are not really men in the adult sense of the word.

The amazing phenomena of the Teen Man Market emerging as a separate and powerful fashion force is related to two aspects of American life: (1) the population explosion, the early coming of age of the war and early postwar babies; and (2) the unprecedented affluence of America in the 1960's.

Who is the Teen Man? A hard and fast definition is impossible and really of no practical use except that the lack of general agreement has raised hob with industry efforts to fit this new market with proper sizes. As a rough and ready rule of thumb, we in the industry think of the Teen

Man as being the major portion of the male population falling between 14 and 17 or 18. When the youngster becomes exposed to the world of high school dances and dating and going steady, he usually becomes identifiable as a Teen Man. When he reaches his senior year and begins to think of college, he graduates to a more sedate fashion world if only because the carefree Teen Man affluence gets clobbered by the high costs of college tuition and college living.

During his relatively brief life as a Teen Man a youngster is the most unpredictable, the most fashion-conscious, most fad-conscious, the most fashion-adventurous -- and at the same time subject to the special fashion rules of his crowd. One way or another he has money to spend, and for the "in" item, price is no object. The Teen Man represents the nearest thing to a women's wear approach to fashion the men's and boys' wear industry has ever experienced. His fashion thinking is mercurial; it is often geographic, and it is at all times challenging. Almost every men's and boys' wear manufacturer I know of is actively going after this Teen Man market, with varying degrees of success.

Almost every day we get a query from a store or group of stores asking for more information on the mechanics involved in setting up Teen Man departments. No male fashion development I know of has so completely jolted the industry as has the Teen Man who keeps increasing in number.

## THE TEEN-AGE MARKET--I (Continued)

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In this paper I have chosen to refer to the teen-age group as "young adults" as defined by one of our country's most successful apparel manufacturers. This company suggests that "This young adult market develops a clear division into a younger group and more sophisticated shoppers: 13 to 18 years and 19 to 24 years" (1). These two age groups relate noticeably to the present structural divisions in educational institutions in the United States.

Today approximately one half of the total population, 24 million individuals, are under 25 years of age (2). This young adult group is growing at the rate of 1.3 million a year (3). This group is reported to spend over $2.5 billion for apparel alone (4). Based on findings of several studies, a boy's clothing expenditures might range from $137 to $158 annually and a girl's clothing expenditures might range on up to $262 annually (5). These young adults are beseiged with decisions relative to the acquisition, use, and care of clothing. Mass communications, mass production, and mass distribution are adding to the frustration and confusion among these young consumers.

Textiles and clothing teachers in junior high schools, high schools, colleges, and universities can provide today's young adult consumer with the information necessary for making wise clothing decisions. It is the purpose of this paper to identify some of the kinds of knowledge young adults need in order to become intelligent consumers of clothing and textile products.

In the past, textiles and clothing teachers have emphasized two areas: how to make clothing, and more recently, how to buy clothing. More often than not, these teachings have fallen on the ears of young women rather than young men. It seems wise at this point to give emphasis to the needs which sometimes have been neglected in the teaching of textiles and clothing.

1. The textiles and clothing teacher can help young adults to recognize the physical and psychological factors peculiar to the respective age groups and to realize the role clothing plays in developing self assurance and gaining group acceptance so important in the process of maturity.

Young adults need to have a better understanding of the role that clothing plays during this maturing period. There is a dynamic change in the role of clothing during the young adult years of 13 to 24. In the early teen years boys and girls associate their clothing with self, and clothing becomes a means of seeking acceptance in peer groups (6). This is emphasized by quoting one 13-year-old: "Mother, I don't want to look sharp or chic, I just want to look plain like other girls."

Clothing plays an entirely different role for the older, more sophisticated 18- to 24-year-olds. These young adults feel more secure; they are more knowledgeable about self and others. Clothing becomes a vehicle for expressing new desires for individuality in thinking and independence in action. Experience with the college age group tells us that the "look-alike" desire is taboo at this stage (7). Nevertheless, the experience of "meeting yourself coming down the street" is more humiliating for girls than for boys in this age group.

Psychological problems are often an outgrowth of physical changes in the body proportions and size, as well as the appearance of this age group. Girls' figure types usually mature rapidly toward standard sizes in the junior or misses range. Boys have a later and usually longer maturing period; changes come about in appearance, voice, and physical strength (8). These young adults often feel insecure and out of place. Clothing can give satisfaction and confidence during this period of intense awareness to self and concern for personal appearance. Personal attitudes toward clothing and individual values and goals are being developed and clarified by these young adults.

2. The textiles and clothing teacher can help young adults to understand the impact of social and economic factors on the role of clothing in the young adult years.

Social and cultural factors have great impact on the young adult concept of the role of clothing in the age group 18 to 24 years of age. Social customs and activities have changed dramatically in the past quarter of a century. Women function in a multi-faceted role of wife, mother, and often professional worker; while the role of men sometimes overlaps with women's role as a family member (9). Leisure time and affluence in our society has generated tremendous interest in recreational activities. Clothing habits have been greatly influenced by these social and cultural changes. Sportswear and casual clothing reflects a greater desire for informal attire. Young adults are confronted with decisions concerning appropriate clothing for a variety of occasions.

Economic and industrial change has provided a fertile soil for the changing role of clothing. Clothing purchases and expenditures depend to some extent on the location, income, and occupation of family members (10). Increased personal income among young adults and mass marketing practices make it possible for young adults to conform or to express individuality in their clothing habits. However, the present trend toward homogeneity of products and mass distribution may continue to bring about greater similarity in dress. Conformity in clothing, as well as in social activities remains a prerequisite for group acceptance.

3. The textiles and clothing teacher can help young adults to develop skills in planning, selecting, purchasing, and maintaining an individual wardrobe in keeping with clothing needs and resources.

The individual clothing wardrobe should be planned in relation to the varied activities in the young adult's daily life. "The 18- to 24-year-old group have more intense interests and more varied clothing needs. This group is divided into three groups according to activities: college, 38 per cent; career, 34 per cent; and marriage, 28 per cent. There is a vast difference in the demands made on the clothing wardrobe of these three groups." (11)

Basic aesthetic principles should be used as a guide in the selection and coordination of the young adult's wardrobe. Wise use of design elements can minimize figure problems and enhance desirable features (12). Young men seem to have more difficulty than young women in understanding and making application of these principles in their clothing. Since women purchase or influence the purchase of well over three-fourths of all consumer goods, it would seem that facts about men's clothing should be presented to both boys and girls in the young adult group.

An analysis of pertinent selection factors should be made in the purchasing of clothing and textile products. Information concerning style, fabric, decoration, color, construction, size, price, use, and care should be considered before making a decision in the purchase of most items of clothing. These factors distinguish one product from another and determine the suitability for a given purpose, occasion, individual, or group. (13)

The management of resources is difficult for the young adult. Personal monies are available for clothing purchases. Impulse buying often negates efforts in planning wardrobe needs and allocating resources. Proper perspective considering the various demands on the young adult's clothing resources in relation to the demands on total family resources should be encouraged.

4. The textiles and clothing teacher can help young adults to understand the system of production and distribution in the textiles and clothing industry and to realize the impact of mass marketing on clothing decisions.

Textile and clothing problems can be better understood if the young adult has an adequate knowledge of the organization and structure within the industry as a whole, and an awareness of current trends and new developments in each segment of the textiles and clothing industry. Cooperative efforts between education and industry can contribute greatly toward achieving this goal.

In presenting the factors which affect the young adult's clothing habits the teacher should intentionally use the subjective approach. The young adult should be challenged first to understand himself as a consumer of clothing and second to be aware of the various factors which affect his own clothing attitudes, values, and goals. On the other hand, a more objective approach can be used in the study of selection factors and product knowledge pertaining to items of clothing.

Textiles and clothing teachers should keep the following student objectives in mind in planning course content and learning experiences for young adults:

1. Develop greater skill in using problem-solving procedures in each phase of textiles and clothing.

2. Clarify attitudes, beliefs, and values in areas of textiles and clothing.

3. Stimulate interest in problems relating to textiles and clothing.

## 80 - Textiles and Clothing

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# THE TEEN-AGE MARKET--II

Marjorie Mead
Extension Specialist in Clothing
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The purpose of this paper is to give a brief picture of the importance of the teen-age market as viewed by the Cooperative Extension Service -- at least the Extension Service in Illinois -- and to tell some of the ways in which we are attempting to help our teen-agers become better consumers.

Working with young people through our 4-H program and through older rural youth groups has traditionally been an important part of the cooperative extension program. They are an audience in whom we have a great interest, and with whom we spend a great deal of time. To meet their needs in the area of clothing is more of a challenge today than ever before. We hope that the training they receive while they are in 4-H will help to prepare them for managing their clothing needs wisely when they are married (which for many 4-H'ers will be in the not-too-distant future).

In recent years, two factors have made this challenge increasingly important. One factor is the total population picture; the other is the affluence of our society.

Many sources have made us aware of the large proportion of the total population in the teen-age range. We are also aware of the large amount of money that this group has to spend. According to one research agency, 20 million teen-agers spent 10 billion dollars for consumer goods in 1964.

We know that clothing is of prime importance to this group and that they will spend a large portion of their money for clothing. Industry discovered the profitable teen-age market some time ago, partly as a result of the complaints of mothers who had daughters in the stage between childhood and womanhood. Their demands for attractive clothing that would fit girls in this age range produced a whole new industry. Many of us can remember seeing the development of special departments in stores for this group. Such terms as sub-teen, sub-deb, and teen were added to the fashion world. A similar development occurred for boys. Industry geared itself and has done wonderful things to meet the needs of these teen-agers.

## Clothing in Family Living

Because our business is education, we view clothing according to the role it plays not only in the development of the individual, but in family living as a whole.

First, let us think of the individual. We know that the teen-age period is a time when young people are making adjustments to social pressures and physical changes. At this time they have a particular need to feel secure. By conforming to clothing standards of the peer group, boys and girls can become part of a group and gain social status. By learning to dress attractively, they can also gain approval of family and friends and express their independence. We hope that through 4-H project work in clothing, girls and boys will gain poise and self-confidence that will help alleviate some of the anxieties they may experience in making these adjustments.

For many years clothing has been an important phase of the 4-H program for girls. This emphasis was natural because the girls' 4-H program was part of the Extension program in home economics. Girls have an innate interest in clothing. They not only want to make themselves as attractive as possible, but they realize they will some day be responsible for clothing families of their own. For these reasons the Extension Service developed 4-H projects and activities in all areas of clothing, which included selection of becoming clothing, buymanship, construction and care of clothing, and wardrobe planning.

Within the past five years, Extension has come to realize that the teen-age boy needs the same type of training in planning, selecting, and buying clothing as has been provided for girls. The younger boys may not be too much interested in their clothes, and sometimes the older ones are hesitant about showing their enthusiasm. But by using the right approach, some states have worked out a boys' clothing program that has produced gratifying results. In Illinois, a pilot project study being carried out in five counties will serve as a guide for developing the materials for a statewide project.

In Extension we work with the whole family in addition to working with boys and girls as individuals. We try to help the teen-ager see himself in family situations. Since we work with adults as well as youth, we know the clothing problems of families from both viewpoints, and we realize that family disagreements sometimes do occur. Such disagreements may involve the amount of clothing each family member needs or is entitled to, the amount of money to be spent, and the style, color, and fit of individual items.

The teen-ager needs to see the total picture of family income and the amount of money that can be used for clothing. Giving him a part in the planning or budgeting may increase his understanding and reduce disagreements. He needs to know how much of the total clothing budget can be allotted to each family member. Then he needs to learn how to use his share of the money wisely and skillfully. This knowledge is as important for the teen-ager who has plenty of money as for the one who has little, because a young person who has a great deal to spend for clothing as a teen-ager may have to adjust to a smaller amount after marriage.

The teen-age market is gigantic and the teen-ager needs help from both industry and educational institutions in learning to make satisfactory choices. It takes cooperation and training from both to guide young people through the teens into adulthood and family responsibilities. Learning to be a knowledgeable consumer is a vital part of teen-age training.

## THE TEEN-AGE MARKET--II (Continued)

Norman Karr
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American Institute of Men's and Boys' Wear
New York, New York

Though the challenge pleases me, there are possibly some other subjects which I might discuss with more assurance than the so-called teen market -- easy subjects like predicting hurricane patterns, or the zigzags of Soviet policy, or perhaps Elizabeth Taylor's wedding plans.

Perhaps a large part of the problem with the so-called teen market is that many of those with a sales interest in it have fallen into the "group trap" in that they tend to treat all teen-agers as a group. They're not. Teen-agers are different -- certainly different from adults or preteeners, different from each other as well. Certainly they have a herd instict, but it doesn't apply with equal relevance throughout the entire teen-age bracket.

What is true of the teen-ager of 13 or 14 is probably not true of an 18- or 19-year-old. They are separated by more than a mere four or five years. As just one example, the youngster who fairly shines with pride on reaching teenhood at 13 might just as easily snap your head off if you place her in the teen category at 17, or 18, or 19. Moreover, not all 13-year-olds are carbon copies of each other, and the same applies to any age group whether its members are in their teens or the so-called golden years. It is clear that we can not treat all youngsters as a single breed, indistinguishable and undistinguishable, any more than we can generalize in such fashion with any segment of the population.

Also, I think it is wrong to regard them only as a single "market." Perhaps too much of the initial approach to this group was based on reasoning that was faulty because it was so motivated by profit. It proceded along these lines:

1. There will be an awful lot of teen-agers in the 1960's and 1970's ...

2. These teen-agers will have an awful lot of money ...

3. Let's get some of it ...

As a consequence, I think the whole marketing picture in relation to the teen group was exaggerated and this created a stampede psychology in preparing for such business. If it had continued without some letup, we might easily have been led down a path to a never-never land where everyone drinks young and thinks young, dresses fast, and drives faster. So much effervescence may even be too much for the Pepsi Generation. You can't bubble that much that long without developing a bad case of the hiccups, dress that kookie forever without looking silly or developing a case of varicose veins from overly tight trousers, dance that way for very long without requiring emergency surgery for a badly slipped disc, or drive in such safety-conscious vehicles as those proudly named for wild cats, wild horses, or even wild fish without winding up as a National Safety Council statistic.

Fortunately, the situation appears to be settling down. Our appraisal of the youth market is coming into better focus. We of the American Institute of Men's and Boys' Wear have been exceedingly lucky. We have never really had anything to sell and this institutional position has permitted us, as many of you already know, to approach the youth market from the standpoint of educating the group as the customers of the future while at the same time, developing their interest in their personal appearance as well as their pride in their personal appearance at the earliest possible age. This is just as necessary today as it ever was.

We've made a very earnest effort to understand the group and its needs, recognizing that there are as many things through which they identify with each other as there are reasons why they are individuals. We've talked and corresponded with teachers and educators and administrators around the country for 10 years. When we've needed a quick consensus we've talked to those who are in a position to talk to a great many more people than we can. We've talked to students, too, always aware that their answers to pointed questions might not always be in line with what they really meant to say.

Without any sacrifice of principle, we've tried to be realistic about what you can expect of a modern youngster and what amounts to an exaggerated expectation that we can judge today's youngsters by the standards of 100 or 50 or even 25 years ago.

In all of our materials we have avoided the condescending treatment that can lose the ear of today's kids faster than anything else. When they want what you've got they'll fight for it, but if they don't want it you can't sell it or even give it away.

Our best efforts today with the youth market have been in the audio-visual area. In our award-winning filmstrip, The 90 Per Cent You, we combined basic information about proper teen-age standards with a low-key message on why it is important to dress right. Nearly 30,000 prints were placed in school and association libraries around the country and they are still being used. We followed with a second filmstrip, Look At Your Future, which emphasized honestly how and why a good appearance is important to a young man's hopes and plans for success. In both cases, we distributed cartoon-type booklets -- over a million -- so that the youngsters could carry away with them a record of what they had seen.

Also important have been the hundreds of thousands of Dress Right School Kits we've given to schools and key youth groups which have brought students and teachers into an effective partnership to promote better appearance. The kits explain how to start and conduct a school Dress Right Program and provide the materials to do so.

A very important factor in the use of all of these materials is that the youngsters are not handed a program by their elders and told "Do this!". Instead, they are invited to take the lead and it works out much better as a result.

Some of AIMBW's future educational efforts will include:

1. Cooperation with the American Personnel and Guidance Association which should begin this fall. The initial step will consist of preparation by AIMBW of a series of eight topical bulletin board posters to be used by the guidance counselors in 10,000 high schools throughout the United States. Following the introduction of the posters into the schools, a new filmstrip and accompanying teacher-aid and student material will be provided.

2. Cooperation with the Explorer group (boys 16-18) of the Boy Scouts of America on a "dress sharp" project for the spring of 1966. In preparation for this, we are setting up pilot counseling plans in Washington, D.C. In a well-known Washington store, Bruce Hunt, the proprietor will fit two or three boys of different builds in proper attire. Then, before the full membership of the Arlington (Virginia) Scout Council, the same boys and the same man will demonstrate the right clothes to wear. This project will be used by the Scouts as an example to Eagle units throughout the country.

3. Because of their great value, we will continue working with the U. S. Department of Agriculture-sponsored Extension programs (4-H) with the nation's high schools, and with business students and business teachers of the nation's high schools. In this last program, we include the girl students.

We are open to suggestions, we welcome any ideas. We may not be able to use all of them. But we want and need your thoughts to help us tailor our program and materials to the real needs of youngsters and the people who are working with them.

## THE TEEN-AGE MARKET--II (Continued)

Alice Nelson
Director, Fashion Services
Bobbie Brooks, Inc.
Cleveland, Ohio

Perhaps we at Bobbie Brooks serve as something of a case study. For many years the people in the textile industry have been very much aware of the educational field but I believe that Bobbie Brooks was one of the pioneers in this respect, as far as the manufacture of ready-to-wear for young women was concerned. And I am very happy to say that a lot more manufacturers are involved in it today.

Actually, it was about 26 years ago that our Company was started in what was then termed the "Junior apparel market." "Junior" in those days, and actually up until not too long ago, had a very "pat" definition. They said "the junior is a size, not an age." But about 10 years ago, Bobbie Brooks took a good long look at this glib generalization and decided there were lots of holes that could be poked into this.

It is true that statistically, up and down and around and sideways, a 16-year-old, a 26-year-old, even a 56-year-old, may measure about the same, but there the similarity stops. Each age group has its own activities, its own pressures, and its own economics within which it must live. And with this in mind, Bobbie Brooks decided to be a lot more specific in its definition of what "Junior" was and the group for which it wished to design its merchandise. We termed it "Junior--a size within an age group and within a definite price range." The sizes were 5 to 15; the ages 14 to 24; and the price range was moderate.

The 16-year-old and her sisters who range from 14 to 19 are generally in school. Some in the end group are embarking on a career, or are married. The entire group likes lots of changes for its many varied activities. They stretch their income around more moderately priced merchandise in order to make this variety possible. Mamma may be delighted to buy a very expensive couturiere costume because she can justify it by saying, "Oh, I'll wear it for years!" and she probably does. But daughter would rather be caught dead than show up in the same outfit at the Friday night dance week after week.

Even the 19-to-24-year-old group is subject to a variety of differences. They are either going to college, are engaged in a career, or perhaps they are starting a household. And all three of these backgrounds pose different requirements on incomes, and therefore, on their clothing needs and allowances.

Everyone is pretty familiar with the general statistics concerning this age group we are talking about, and their enormous 10 to 12 billion dollar annual spending. And we also know that approximately 50 per cent of the population will be under 25 years of age in 1975.

But, to quote one very knowledgeable marketing director, "a growing market alone is not a guarantee of sales success." Population trends take on meaning to a manufacturer only in terms of increased sales, and only when there is a practical marketing strategy to convert this growing market into customers.

Bobbie Brooks has therefore directed its program specifically to this youth market, this 14-to-24-year-old age group -- the group which will increase greatly for the next 20 years, and the group which is most interested in spending money for apparel. They buy almost 2½ times more apparel than any other segment of the population!

## Reaching Teen-Agers Through Markets

Our marketing story falls into three areas: manufacturing the right merchandise; moving this merchandise to and through the stores; and attracting the interest and buying action of the consumer.

It is no longer any breathtaking feat to be able to produce great quantities of any product and make it well. Automation has seen to that, and it has invaded even the apparel field. The real achievement is to see that this merchandise reaches the consumer for which it is intended.

For Bobbie Brooks this meant spreading our concept of the young adult market (and we use that term instead of "teen-age") and merchandise to the retailers. To do so, we have over the years prepared some marketing films and workbooks specifically for retail management, outlining this market and its importance, and how to reach it. In these, we have discussed not only the market and the kind of merchandise needed, but the kind of sales-people they need, the kind of selling techniques they need, the location they need for the particular merchandise, and the need for specific youth programs -- high school fashion boards, and youth-minded coordinators -- to bring young people into their stores. Our newest and most exciting program in this area was just presented to about 500 retailers during the recent "market" in New York and updates our entire marketing concept and picture for this age group. We have related the program to the "total girl," which I know you have been hearing a great deal about fashion-wise this year.

This "Total Look"applies to marketing too. We advocate the need for youth departments that are stocked with related merchandise, not just dresses and suits and coats, but stockings and socks, headwear, footwear, foundations, cosmetics, and accessories--scarves, belts, handbags, and jewelry. Because we believe that the "total" girl is the important girl, and her "total" look is the important fashion look, we are suggesting that all of this merchandise be collected by the merchant in one Youth Center area, to make wardrobe selection pleasantly easy, rather than a marathon race from department to department, all over the store.

To illustrate: You as consumers have had the experience of finding a skirt in one section, the skirt section, and you wanted a blouse to match it, but there were no blouses there. You had to go to the blouse section, but you couldn't take the skirt to the blouse section because that was a different area with a different sales person involved. And when you went to the blouse area they wouldn't let you take the blouse back to the skirt section. This is something we know our young customers would like to have stores provide for them -- easier shopping!

Now since it does the retailer no good to have quantities of merchandise, even though it is properly selected and properly displayed, if it is never shown to the customer, another phase of our marketing strategy has been to provide the retailer with sales training films, and sales training clinics. These last are conducted by our stylists and our salesmen in the retailer's store for his very own sales people. We have prepared films that help to introduce the sales person to this youth market (some of them are a long way from it and have forgotten lots about it). We try to help them understand the young adult customer and her wants and her needs.

## Reaching Teen-Agers Through Consumer Programs

Finally there is the consumer phase of our approach to this young adult market. Our newest program is beamed to both the retailer and the customer, and it's been of immediate interest to both of them. To support our interest in, and enthusiasm for, youth programs, specifically the high school fashion board in retail stores, this past year we established our own National Fashion Board. This program has the long-range objective of providing better trained people for the fashion business in general, whether it is retailing, manufacturing, design, or teaching in clothing and textiles.

## 90 - Textiles and Clothing

In September of last year we began this program with 50 department stores across the country. Each of them was asked to select an outstanding high school senior from its own fashion board to serve as our representative during the year. This young woman was required to have a very specific interest in a career in fashion, in its broad sense; to have a high scholastic standing; and to be prepared to go to college to further this career. During the year, she participated in a variety of projects -- six of them in all-- which included doing a notebook on fashion wardrobe selection (the sort of thing done in classrooms); previewing our spring line; writing fashion stories; developing a Teen Board project; and presenting and planning a fashion show complete with advertising, windows, models, and program.

From these 50, judges selected 12 finalists, two from each of our Company's six marketing regions. Each of these girls was assured of a scholarship ranging from $500 to $5,000 plus a very glamorous week in New York City. The "week," which took place in June, culminated in a final awards luncheon at the Plaza Hotel where the ranking of the 12 girls was announced. Out of the 12 girls, 4 of them were planning to major in home economics, specializing in clothing and textiles. Next year we are going to open this program to more stores, and still more, we hope, the following year. We have already established a permanent education scholarship foundation to handle the details of this program.

## Reaching Teen-Agers Through Schools

For the past eight years we have offered school materials on wardrobe planning and good grooming to home economics departments of public and private schools and to 4-H leaders. Many of you are no doubt familiar with our booklet Wardrobe Magic, and the charts and blow-ups we have used to illustrate wardrobe selection and our own particular version of "fashion-mathematics."

However, beginning last year we realized a long desired ambition and in cooperation with four other manufacturers, we brought into being a good grooming program called "Five Magic Mirrors" -- a program dedicated again to the "total girl" covering skin care, hair care, figure and foundations, and clothing care,as well as wardrobe selection. This program includes a 30-minute film on good grooming, plus a comprehensive teacher's guide and materials on each of the subjects. We fully believe that not any one of these particular phases of good grooming does the whole trick, but you must work toward, and teach toward, and aim toward, the "total girl." Our particular contribution, of course, has been clothing selection, wardrobe selection, and encouraging the girls to make a wise wardrobe selection so that it can be extended to cover all of her many activities.

Finally, we carry on a fairly heavy program of advertising to this young adult market, specifically in magazines such as Seventeen which is considered the "Bible" by the girls we are intending to reach. As a manufacturer of ready-to-wear, we not only tailor our marketing to this young adult girl, but we take our responsibilities quite seriously by offering her the opportunity to be well dressed within her particular economic range. We do this by providing coordinated styling that permits making many costumes from a few basic pieces, by constantly urging the stores to recognize this group and provide for its needs and activities, and by providing the girls themselves with specific information on wardrobe selection and planning.

# THE TEEN-AGE MARKET--III

Kathleen Thompson
Extension Specialist in Clothing
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Have you hitched your program for a "Teen-Age Hayride"? A great potential for more effective consumer education in home economics programs lies to a great extent with the teen group -- both in school and out of school -- and I say out of school because approximately 50 per cent of our teen girls will be married by the time they are 20, with formal education ending for many.

In our time, we inherited a set of standards for judging fabrics, fabrics for wearing apparel, and for many other uses. There was wool, silk, linen, cotton, and rayon. Cotton and wool were the most used fibers with wool being considered a winter fabric and cotton a summer fabric. Now we have winter cottons and summer woolens, washable woolens and dry-cleanable cottons, and a host of synthetics and blends for all seasons with various qualifications and requiring various methods of care.

Synthetics and the numerous blends as they appear on the market are changing fast. New ones are appearing constantly. Old ones are being improved. One manufacturer of man-made fibers recently reported that half of the fibers the company is selling today did not exist six years ago (1).

There are 15 or 16 recognized methods for obtaining washable woolens according to the 18th National Home Laundry Report. This report also tells us of fiberglass bedspreads that can be washed and dried and replaced on the bed in one hour's time, and of outdoor carpeting that will not mildew and can be washed off for easy cleaning. There's a new fiber for hosiery that is expected to rival nylons. And what a change in baby diapers -- automatic drying is here. Man-made fibers are now being used as a liner for cotton diapers -- moisture passes through the synthetic fabric to the cotton, thus keeping the baby dry.

## Consumers Are Not Experts

Even though people are better educated in general today, which helps in making choices, consumers cannot be experts in buying when there are so many things to choose from and their marketing experience is so limited. Also, many decisions to be made are technical ones.

The time one has to spend shopping before buying is often a limiting factor. One college professor said to one of her classes,"When I was a young bride, I spent two weeks shopping for a bed mattress. Today if I had to replace that mattress, one trip to town would have to do it." How will the buyer arrive at the right choice? What helps are available to her?

Some reports tell us that the average teen buyer is an impulse buyer and that many of her impulse purchases are fad items. Then it is the opinion of some that teen customers know what they want when they come into the store.

How do they know what they want? Do they really know, or are they able to ask for particular things because of the advertising to which they have been exposed, or is it influence of their peer group?

In one of my program planning meetings, the head professor of the Textile Department of the School of Engineering made a remark to the effect that if people today wore their clothes out as they used to, pre-Civil War production would clothe us. He went on to say that people do not wear clothes out -- many want something to serve a particular purpose or occasion and after that, durability may not be so important.

After a sharp disagreement from a clothing professor, he asked her, "How many times does a girl wear an evening dress -- and it's likely to be the most expensive dress she has. I'll tell you," he said, "the industry is going to make what people will buy. If they don't, they can't stay in business."

Then the clothing professor voiced her feelings of the moment, "We've got to work on him. We can't have him training textile engineers to go out into the factories with that philosophy."

## Getting in Tune with the Times

It's good for us to rub shoulders with industry and get their point of view as well as to give ours. Home economists should never let their magazine subscription be limited to only home economics and fashion magazines. We should read something that tells us where other people are going and what they are doing, what the population trends and economic trends are, and what the social factors are affecting various groups. We must know the problems and needs of the people with whom we work.

Teens make up an increasingly high proportion of the population. This group has increased more in proportion than the population as a whole, and much spending power is in their hands. Besides having tax-free incomes of their own, plus allowances and charge accounts, they influence much of the family spending. And many items considered necessities by the teens are considered luxuries by their parents.

According to one source, the teen group has such an impact upon the market that a change in what a teen-ager spends his or her money for could make the economy of this country quiver (2). We know that American women spend 85 per cent of family incomes. This begins early in life since 50 per cent of our girls are married by the time they are 20. Thirteen per cent of our female population is teen-age girls (3).

Teen-age girls purchase about 1/5 of the apparel and 1/4 of the cosmetics sold (4). Another study shows that 2/3 of teen girls shop for clothes without adult supervision.

Some of my population file collection is from a retail magazine, Women's Wear Daily. Here are some of the topics: "Stores Leap Atop Teen Bandwagon; Ready to Ride the Teen Tide; Stores Hitch Promotional Horses for Teen Hayride." And, of course, the retailer gets the word on the potential to be had in capturing the teen-age trade.

Educators should look to this potential as industry does. Take the foundation garment industry, for example, and I mention foundations because rarely is a girl wearing these before her teen years. The sooner a girl gets into a girdle, the more girdles she will wear during her lifetime. And the sooner we teach that girl about buying girdles and caring for them, the more happy purchases she is going to have during here lifetime.

The earlier the consumer learns good buying practices, the greater will be her profits from using them.

Much of our potential for making home economics teaching more effective lies with these teen-agers. So -- shouldn't we be in there pitching and "hitch our horses for the teen hayride"?

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## THE TEEN-AGE MARKET--III (Continued)

Kay Corinth

Merchandising Director
Seventeen Magazine
New York, New York

Anyone who plays any part in influencing teen-agers during this most impressionable period in their lives has an uncommon responsibility. I know you as educators feel it. We at Seventeen certainly do. There are many emotional problems confronting this age group. There are numerous practical ones as well. Seventeen helps in both areas, but my discussion this morning is naturally on the latter.

The teen age is an acquisitive age. For boys it may be the urge to put every penny into acquiring a car, be it a jalopy or Mustang. For a girl, it's largely a matter of acquiring the accoutrements which will lead to an invitation to ride in the car! It's home furnishings to have an attractive background. It's food to appeal to a boy's stomach. It's beauty products to improve her natural inheritance. It's clothes to set herself off. Incidentally, it may surprise you to learn that today teen-age girls represent 11 per cent of the total female population of the United States but they spend 20 per cent of the total clothing dollar and 23 per cent of the total cosmetics and toiletries dollar.

Since our publication is so influential in these particular areas, we feel an added responsibility to train teen-age girls, and particularly high school girls, to shop wisely and well. We believe that the retail store has an equal responsibility because that is where the dollar is laid down for the merchandise. Teachers, too, share with Seventeen and the store in our obligations to the girl.

There are ways that the three of us, with our sister publication Seventeen-At-School as a link, can work together (and today many manufacturers such as Bobbie Brooks are an added asset). Let me show you how we can build one big effective chain of action:

1. Seventeen begins by working with the manufacturer of the product whether it be in beauty, fashion, home furnishings, or food. We frequently serve as consultants on the teen girl's taste. We make

very sure that what we select from the manufacturer to feature in the magazine is appropriate for the age group, and the best possible value. At this same time we may be asked by the manufacturer to help in the preparation of educational material for the girl, or we may suggest to him that it is appropriate.

2. The second step is in our presentation of merchandise. We show by the best possible illustration, usually in full color, appropriate selection and use of merchandise supported by as much "how to" copy as we have space for.

3. Step three is to try to have the Seventeen look in fashion, beauty, food, or furniture available locally to as many of our 5½ million readers as possible. We bombard the country's best and most reliable stores with information about our editorial features. We plan promotions with them to add excitement to the local presentation of the Seventeen merchandise-- such well-accepted promotions as our Home Decorating Workshop, our Supermarket as a Classroom program, the Beauty Workshop, the Collectors Club for china, silver, glassware, and linens.

4. At step four Seventeen-At-School enters the picture by taking to teachers news about the Seventeen features, suggestions about translating them into palatable classroom lessons, listings of manufacturers' key teaching aids, and information on local stores which are willing to devote time and money to offer you and your students a living classroom or laboratory from a civic and community point of view.

5. Step five is a big question mark. It's how you as a teacher take advantage of all of this groundwork to make your teaching more dynamic, more impressive, more memorable. I can assure you that Seventeen and manufacturers like Bobbie Brooks and many others spend thousands upon thousands of dollars every year on educational programs. I can tell you that stores spend more thousands to bring you treasures as never before from all over the world. I can promise you that we are all linked together through our responsibility to educate the teen-age girl in the management of her resources. But without you the chain is incomplete and none of us can accomplish the goals we have set. And if I may be very bold, you can't accomplish your goal without us today. We must be a team for turning the teen into a talent when it comes to managing her resources now and in her future life!

## THE TEEN-AGE MARKET--III (Continued)

Ruth Jackendoff
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The Wool Bureau, Inc.
New York, New York

The 13- to 19-year-old market in 1965 comprised 24.2 million consumers, including 12.3 million boys and 11.9 million girls. They represent 12 per cent of the total U. S. population of about 195 million. By 1970 this market is expected to expand by 12 per cent to 27 million, an increase of 2.8 million, about equally divided between boys and girls.

Almost two-thirds of the teen-agers are high school students; a mere 3 per cent have had some college attendance; and slightly less than one-third are elementary school pupils heavily concentrated in the eighth grade. Those with no educational status account for less than one per cent of the total.

The teen-ager is a human being in a constant state of physical, mental, and emotional evolution. This explains industry's segmentation of the total teen-age market according to age groups for the more efficient production and marketing of teen-age merchandise. The manifestation of the changing personality of the teen-ager is nowhere more visible to the public than in his dress and grooming habits. The modern teen-ager has acquired a status in the family unit which grants him a great degree of independence in his spending decisions, particularly where clothing is concerned. Family budgetary limitations place a ceiling only on the quantity or quality of teen-age dress, not on its character.

Because it would be impossible to cover the clothing patterns and motivations of each age segment of the teen-age market, I am confining my remarks to the 16- through 19-year-old segment of the teen-age market, as this is a relatively more independent decision-making group than the younger teen-age segment. It is noteworthy that the 16- to 19-year-old girl is far more articulate about textile and clothing values than boys of the same age. This age group plus those in their early 20's comprise the "youth" group which accounts for the fastest projected rate of expansion in the entire population. And this explains the increasing amount of space devoted to the youth market in the textile and apparel trade press.

## Women Influence Purchasing Patterns

To you as educators, most of these 16- to 19-year-old girls represent the final opportunity for influencing the value-judgments underlying textile and clothing practices of the entire next family generation. Survey after survey has revealed that it is the women in our society -- especially wives and mothers -- who directly or indirectly influence the purchasing patterns of all adult and children's clothing and household textiles. Once the teen-age girl is outside your sphere of influence, she is the captive of an expanding barrage of competitive commercial promotions, some honest, others flagrantly misleading.

Advertising and promotion expenditures of all fiber producers in the United States are probably running over 75 million dollars this year and are on the increase. Can the woman of tomorrow exercise unbiased judgment in textile purchases under the influence of such huge promotion budgets? Perhaps the answer is not too important in our present affluent society which is geared to increasing obsolescence, impulse buying, and more diversified functional clothing.

In this connection, Peter F. Drucker, noted educator, writer, and management consultant, in discussing the buying habits of young married couples, recently stated: "You probably know a lot about this market but I hope you don't take for granted that you know them -- because they are changing. They have freedom of buying -- patronizing an expensive shop for some things but thinking nothing of going directly from there to a discount house or shopping center; they don't buy according to their income group, but according to their expectations -- their buying power is more important than their income, as they work from a budget and buy on credit; they are willing and capable of spending large sums of money on things that mean something to them, but they are exceedingly selective."

Mr. Drucker went on to point out that things for the home comprise the heaviest area of spending for young married couples. This suggests that clothing budgets of the young marrieds are sacrificed to more and better home furnishings. What better reason for making some effort to inculcate the future young homemakers with sound clothing and textile values?

## A Survey of Clothing Practices

Some clues to the differences between the clothing practices of 16- to 19-year-old girls and those of women 20 years of age and over were revealed in a recent private national survey:

1. An important contrast is seen in the sources of their ideas about clothing. More women than teen-agers get their ideas from newspapers or from sales people -- in other words, from sources close to the time and place of intended purchase. By contrast, substantially more teen-agers than women get their ideas from fashion magazines and from other people, indicating that they review and screen clothing ideas before the time of intended purchase.

   Since the women's market is many times the size of the teen-age market, it is not surprising that promotion budgets for fibers, textiles, and clothing were partially diverted some years ago from the national magazines to local newspapers and retail in-store promotions. Most of this type of advertising is wholly or partly subsidized and has exerted an enormous influence on the type of clothing and textiles that retailers decide to stock and promote. Thus when the teen-ager arrives at a stage of adult responsibility where she spends less time on fashion magazines and peer-group discussions, she will be caught up by the more direct advertising and promotion of the retail stores in which she shops.

2. A contrast between women and teen-agers is seen in the incidence of their ownership of major clothing items for cool weather use. While there is no marked variation in the incidence of their ownership of dresses, suits, and sweaters, proportionately more women than teen-agers own coats and knit suits and dresses, but proportionately more teen-agers than women own skirts and slacks. The incidence of skirt and slacks ownership declines markedly with advancing age.

3. In addition, the average teen-ager owns more skirts, slacks, and sweaters than the average women, while there is no marked difference between their per capita ownership of dresses, suits, coats, and knit apparel.

4. There is a sharp and consistent contrast between teen-agers' and women's frequency of garment purchase. Of special interest is that the decline in frequency occurs immediately after the teen-age period is passed. Ninety per cent of the teen-agers, but only two-thirds to four-fifths of the women, purchased at least one dress, skirt, pair of slacks, and sweater respectively during the past year. For suits and knit apparel, the corresponding proportions were four-fifths of the teen-agers and only one-half to two-thirds of the women, and for coats three-fourths of the teen-agers and only one-half of the women.

5. While the average teen-ager buys more items of apparel, she expects to pay considerably less for her important dress-up garments than the adult woman. For good dresses, suits, and coats she expects to pay, respectively, $3.50, $17.40, and $18.20 less than women; for skirts about $1 less; but approximately the same for slacks and sweaters.

> These average price expectations show that the teen-ager expects to spend only 3 to 4 times as much for a good suit or coat as she pays for a coordinate while the adult woman expects to pay more than 4 to more than 5 times as much.

To sum up the foregoing physical aspects of teen-age clothing practices, the teen-age girls' dress-up wardrobes are approximately the same in number as adult women's, but they have larger coordinate wardrobes. They shop more frequently for all major apparel items than women, expect fewer years of use from them and pay substantially less for their dress-up clothes than women. The prices they pay for coordinates are much higher in relation to what they pay for major apparel items than in the case of women.

If there is one important implication in this somewhat pedestrian exercise it is this: that the average teen-age girl will experience a change in her wardrobe requirements as she reaches womanhood which will demand a different sense of price-quality orientation than she presently possesses. Since she is likely to devote less time to pre-purchase study and discussion of fashions and fabrics and simultaneously to be more influenced by point-of-sales promotions when she becomes a homemaker, any basic precepts of sound textile and clothing values which she can acquire now will stand her in good stead as an intelligent shopper in the future.

TABLE 1

U. S. Population, 13 - 19 Years Old

(Millions)

| | 1965 | 1970 | Increase | |
|---|---|---|---|---|
| | | | Number | Percentage |
| Total | 24.2 | 27.0 | 2.8 | 12 |
| Male | 12.3 | 13.7 | 1.4 | 12 |
| Female | 11.9 | 13.3 | 1.4 | 12 |

Source: U. S. Bureau of The Census, Current Population Reports Series, P-25, No. 286.

TABLE 2

Years of School Completed by Persons 14 - 19 Years Old

(Percentage Distribution, March 1964)

| Years of School | Total | Male | Female |
|---|---|---|---|
| Total | 100% | 100% | 100% |
| Elementary or None a/ | 33 | 36 | 30 |
| Less than 8 years | 13 | 15 | 11 |
| 8 years | 20 | 21 | 19 |
| High School | 64 | 61 | 67 |
| 1-3 years | 51 | 50 | 52 |
| 4 years | 13 | 11 | 15 |
| College | 3 | 3 | 3 |
| 1-3 years b/ | 3 | 3 | 3 |

Source: U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 138.

a/ "None" accounts for less than one per cent of the total 14 - 19-year-olds.
b/ Includes an insignificant percentage that completed 4 years.

TABLE 3

Private National Consumer Clothing Survey, Winter 1964

Sources of Ideas About Clothing

(Per Cent of Respondents)

| Source | Women | Teen-Agers |
|---|---|---|
| Newspapers | 28 | 15 |
| Fashion Magazines | 28 | 53 |
| Other Magazines | 23 | 23 |
| Sales People | 20 | 14 |
| Other People | 22 | 50 |

## TABLE 4

### Private National Consumer Clothing Survey, Winter 1964
Women and Teen-Age Girls
(Per Cent of Respondents)

| Item For Cool Weather Wear | Women (20 Years & Over) | Teen-Agers (16 - 19 Years) |
|---|---|---|
| | Incidence of Ownership | |
| Dresses | 94 | 92 |
| Suits | 63 | 65 |
| Coats | 95 | 86 |
| Skirts | 74 | 99 |
| Slacks | 53 | 92 |
| Sweaters | 93 | 99 |
| Knit Dresses | 37 | 25 |
| Knit Suits | 30 | 23 |
| | Average Number Owned by Owners | |
| Dresses | 4.7 | 4.4 |
| Suits | 2.5 | 2.6 |
| Coats | 2.5 | 2.1 |
| Skirts | 4.9 | 6.4 |
| Slacks | 3.6 | 4.0 |
| Sweaters | 4.8 | 6.2 |
| Knit Dresses | 1.8 | 1.5 |
| Knit Suits | 1.8 | 1.3 |
| | Incidence of Purchase Last Year | |
| Dresses | 78 | 91 |
| Suits | 52 | 83 |
| Coats | 48 | 74 |
| Skirts | 66 | 92 |
| Slacks | 82 | 94 |
| Sweaters | 69 | 91 |
| Knit Dresses or Suits | 71 | 80 |
| | Average Price Expectations For Good Quality | |
| Dresses | $23.30 | $19.80 |
| Suits | 48.50 | 31.10 |
| Coats | 57.60 | 39.40 |
| Skirts | 11.10 | 10.10 |
| Slacks | 11.30 | 11.10 |
| Sweaters | 11.20 | 11.60 |

# YOUTHFUL CONSUMERS--ARE THEY EDUCABLE?

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What is a youthful consumer? A youthful consumer is any individual, either preschool or teen-age, who is willing to exchange the money he possesses for something of material value. Whether the object he receives is a want or a need is, of course, an indication of his own values or goals.

Youthful consumers may be divided into four groups: (1) the preschoolers, (2) the 6- to 12-year-olds, (3) the 13- to 15-year-old teenagers, and (4) the 16- to 19-year-old teen-agers. These groups have been identified because what we do with them today may have a great influence on the consumers of tomorrow. It is rather frightening to realize that consumer education begins with the child's selection of his first toy if he is helped to make the decision.

The National Education Association publication Youth and Money contains a paragraph which I would like to quote:

> Today, two money worlds exist in the family of the teenager--mother and father, whose life experiences stretch from the Depression to the Affluent Sixties--and sons and daughters, whose environment has been characterized by abundance. The middle or upper class youth can scarcely understand the limited money world his parents knew as teenagers.

We should not be discouraged because this affluence is relatively new. Like many things in our history we rapidly learn to deal with complex problems. Actually, we are almost learning with our children this challenging game of consumer education.

We are aware of the teen-age dollars available. Statistics are printed to the effect that 11 billion dollars are spent by 22½ million youthful consumers. Considerable research is being done by various groups to find out about the money available to teen-agers; that is, how it is acquired and how it is spent. Making use of this research, home economists are equipped to do the job of consumer education because with our training we can readily identify the interrelationship of all areas having to do with family life.

As home economists we have access to and can use the fresh new ideas which business is so willing and able to furnish for us. In addition, materials for consumer education are readily available in newspapers, periodicals, textbooks, pamphlets, films, filmstrips, radio, and television. Our youthful as well as our adult consumers, are surrounded with information which we must teach them to interpret and utilize.

An article in Seventeen divides teen-agers into three roles. These roles reflect the areas where teen-age buying is significant:

ROLE I - The young shopper interested in luxury items such as cosmetics, toiletries, automobiles and equipment, beverages, food, and sports items.

ROLE II - The teen-ager who influences family purchases, especially major items such as home furnishings, cars, home entertainment equipment such as radios, record players, and television.

ROLE III - The young married couples. The first or early years of marriage are recognized as a peak period for consumer purchases.

## The Home Economist's Job

Now that we have to some extent identified our youthful consumers and some of their spending characteristics, what is the home economist's job?

1. Assist teens to understand their individual goals--short and long term.

2. Find out how teens really feel about money.

3. Learn how teens really feel about how money is used.

A South Carolina study by Gover and Powell revealed that teens who had studied money were more likely to be engaged in good money-handling practices than those who had no training; that students who had been on a strict allowance were more likely to manage their money better; and that students who came from families with good over-all money practice showed evidence of better money management practices.

An experience of a friend of mine certainly illustrates the need for such family financial management practices. Her three sons had always been on a strict allowance until a reversal in financial status brought about an experiment. The boys suggested giving up their allowances and going on a "demand-as-needed" schedule. In a very short time, the allowances were restored; the substitute plan had proved much more expensive.

If we as teachers are to help our students improve as consumers, we must be good consumers ourselves. In other words, we must practice what we preach. This can be done in many ways, especially in the classroom. We must challenge our students

1. to recognize and understand their values.
2. to want to be responsible consumers.
3. to want to recognize that through working they will be able to achieve things which they need and want.
4. to provide the knowledge and experiences in consumer education and money management which will bring them satisfaction and a sense of accomplishment.

The increase in early marriages makes it more important than ever that we work with our high school classes. It has been my good fortune for a number of years to have not only classes of girls, but also mixed classes at the 11th and 12th grade level.

It is a matter of record that the wife spends the largest portion of the family income, but it is also a matter of record that the basis for most unhappiness in families is financial. If money management is to be a truly cooperative affair, both must have training and experience.

Consumer education and money management are often parts of integrated courses and taught by social studies teachers, business education teachers, mathematics teachers, and frequently to small numbers by the home economics teacher. This results in a variety of consumer education interpretations. Here are some of the experiences that I have provided for my students because of my home economics background.

## A Clothing Unit

The area of clothing is one with popular appeal to teen-agers and also one with lasting values for future use. It is easy to assemble a display of shirts and blouses which the students are willing to contribute. Using check sheets, each student may evaluate the articles for construction, fabric, style, workmanship, care, price, and (of course) labeling. This leads naturally into a detailed study of labels and their value to the consumer.

Illustrations from magazines, newspapers, films, and filmstrips are all helpful in giving students background knowledge, but through the excellent cooperation of clothing stores, a field trip can be an important part of our clothing unit. The girls are interested in the men's clothing, and the boys feel that getting into a women's clothing shop is quite a treat. We make previous arrangements with the best sales people to insure that information will be reliable. As members of a group students feel free to ask questions which they would hesitate to ask as individuals. A final project is the selection of a complete outfit for each class member.

## A Housing Unit

Our housing unit is filled with a variety of experience which makes students aware of the financial problems within their families now, and later when they are in their own homes. Over a period of years we have gained the cooperation of real estate personnel, contractors and builders, and appliance and furniture dealers. Our students follow a period of classroom study with a number of field trips in which they can examine houses, furniture, and appliances. One boy remarked to me this winter that if we had come as customers into the store and examined the furniture as we were doing then, we'd be asked to move on. It is interesting to note that one of our favorite furniture salesmen prides himself on the fact that he really shows the poor quality furniture.

Our school administrator is very cooperative and helpful when we plan our housing field trips. At his suggestion, this year we were able to use a school bus to visit the houses of two different contractors and a mobile home. Listening to the questions and observations of all the class members, I found it apparent that they were gaining knowledge which would make them better consumers.

Many household appliances are available in the homemaking department. These are carefully studied from the standpoint of performance and cost. The utility companies are also very cooperative in sending trained personnel for demonstrations and informational sessions with our students.

## A Food Unit

Of all the units which we study, students seem to need no motivation for food! The boys especially think of food in terms of consumption without regard to cost. With kind but firm direction we guide their study into the field of costs, the most important phase of family expenditures.

We have tried various schemes to make the students conscious of labels and packaging. This year, according to their own admission, the learning experience has left its imprint. I selected about 35 food items at random and numbered them. I then provided a check sheet to make them aware of the information that might be found on the packages. When the check sheets were completed, the students were surprised at the information they had accumulated. I understand from later comments they made that a shopping trip is more time-consuming than it used to be because they must be informed before making their selection. The cooperation of the meat department in the supermarkets, plus several good teaching filmstrips on meats and their preparation, have made students aware of selection problems and costs in that phase of food buying.

## Other Areas

First-hand knowledge of the many types of insurance comes from our local insurance men who are willing resource people. It is important that students learn to think of an insurance man as one who is interested in their particular problems.

One of our fun times in consumer education is the time we devote to the study and analysis of advertising. We have confined most of our efforts to newspaper and other printed advertising because it is easier to have in hand for the discussion. One day we sent downtown for a "big thirsty towel." We all had a good laugh when we found the product slightly heavier than cheesecloth and definitely not thirsty. Radio and television advertising is usually a special homework assignment.

We also make another consumer education field trip of interest. This is to the toy store. It is an excellent opportunity to emphasize the emotional involvement as well as the financial.

Many experiences in consumer education and money management practices may not be as beneficial now as later, but these experiences do help the teen-ager to have better understanding and more cooperative attitudes in his present family relationship. We purposely avoid using the word budget because the mere word sometimes has unpleasant connotations. We may not spell it out to our students, but as teachers our objective is to help them understand that money must be managed to bring the greatest personal satisfactions.

Youthful consumers--are they educable? Our answer is yes. We must remember that this age of affluence is just passing from the teen stage and it takes time to develop judgment, to mature, to recognize that there are specifics of money management, and to accept responsibility for the wise use of money. As home economists we know that we have the foundation of knowledge, the ability to interpret, and the access to the most up-to-date information. We must have the will to share this know-how with the eager, affluent teen-agers of today who will be the mature, responsible consumers of tomorrow.